

**North Vancouver School District**  
**SCHOOL PLAN for 2015-2016**

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

**School/Community Context:**

L'Ecole Cleveland Elementary offers an environment where all members of the community help create a positive school culture. School staff, students and the Parent Advisory Council (CPAC) have consciously developed a strong collaborative, community-minded ethic. We work together to reinforce Care for Self, Others and the Environment as we bring many exciting opportunities to our students and community members, at all age levels.

We are fortunate in that we offer instruction in English and in French through our District French Immersion Program. This provides us with enriching diversity in our parent and student populations, as many of our approximately 480 students live outside the immediate catchment area. We also host a School Based Resource Team that supports the social-emotional and academic learning needs of our diverse population.

In addition to regular classroom programs, staff and parents offer many leadership opportunities and extra-curricular activities for students in athletics, citizenship and the arts. We host District level Band (Gr 5-7) and Strings (Gr 4-7) programs. Our school staff offers innumerable leadership and academic opportunities to students, and engaging activities at every grade level. Some examples are the philanthropic Care Committee, the Edible Garden Club, the Lights Out Crew, Playground Pals, Lunch Monitor and recess play Equipment Sign out Crews. We offer Volleyball, Basketball and Track and Field to intermediate students, and special leadership opportunities and celebrations for our intermediate students.

The Cleveland Parent Advisory Committee (CPAC) is extremely active and successful in fundraising to supporting our community minded goals. As examples,

- Free The Trees (2008) continues to enhance our local forest and is an important part of our school culture. Our local forest provides opportunities for learning in nature and school wide environmental care initiatives.
- Healthy Routes to School (2012) has connected with partner groups within the school and across the North Shore to develop and promote practices and partnerships designed to establish sustainable safe and healthy environments for children.
- A wide variety of expert speakers for parents and students, on topics including healthy relationships, parenting in a digital age, and age appropriate sexual health education.

Cleveland is aligned with initiatives within our Handsworth Family of Schools to increase student engagement, to assist in making the transition from elementary to secondary more seamless, and to foster a sense of belonging within our community.

**Demographics (2013-2014 school year):**

Total number of students: 454 Male: 238 Female: 216

<b>Number of students per grade</b>								
<i>Grade</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
<i>English</i>	9	11	15	31	16	27	25	23
<i>Fr. Imm.</i>	20	44	33	35	39	33	30	28

<i># FTE Teachers &amp; Administrators</i>	<i>% Aboriginal Students</i>	<i>% Special Needs Students</i>	<i>% International Students</i>	<i>% ESL</i>
<b>25.11</b>	<b>1.1%</b>	<b>4.0%</b>	<b>1.5%</b>	<b>4.6%</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.**

**Objective 1.1:** To increase the percentage of Grade 1-3 students meeting or exceeding expectations in Reading on their report cards:

Review of the report card data indicates there continues to be a need for reading intervention in the primary grades. Report cards were not issued during the third term of the 2013-2014 school year. Previous trend analysis showed 61% of students were meeting expectations for reading in June 2013 (68% meeting June 2012, 61% meeting June 2011). The percentage of students exceeding expectations declined during the 3 years prior to the 2013/2014 school year (10% exceeding June 2013, 13% exceeding June 2012, 20% exceeding June 2011).

Reading interventions continue to be an area of focus for the school plan. The School Based Resource Team has identified students who require additional support by the Learning Assistance Teacher or Learning Support Worker. Primary teachers have participated in a series of workshops (*Changing Results for Young Readers*) focused on improving the instruction and assessment of reading for students in Kindergarten to grade 3.

#### Trend Data Table:

<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>
2013-2014	74%	100%	*
2012-2013	71%	100%	77%
2011-2012	**	100%	81%

\* Due to the teachers' strike action during the 2013-2014 school year, report cards were not written for the 3<sup>rd</sup> term, therefore, there were no results to report on from the 2013-2014 school year.

\*\* 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.

**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:

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.

**Trend Data Table:**

<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>
2013-2014	85%	100%	93%
2012-2013	76%	100%	96%
2011-2012	80%	100%	100%

**Opportunities for Further Development for Goal 1:**

The School Planning Council supports the implementation of the strategies and assessment practices from the Changing Results for Young Readers workshops. Assessment tools have been developed for students in both English and the French Immersion programs. The School Based Resource Team will continue to provide targeted and intensive support for identified students who require extra intervention for the development of their reading skills.

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

**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 term to the third term.

Report cards were not issued during the third term of the 2013-2014 school year. Review of report card data from previous school years indicates the majority of students were meeting or exceeding expectation in math. The number of students receiving marks of C+ or better on June report cards is approximately 90% (plus or minus 2%).

<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>
2013-2014	91%	95%	*
2012-2013	90%	95%	92%
2011-2012	**	95%	88%

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\*\* 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.

**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.

The math survey was not completed during the 2013-2014 school year. Review of previous survey data indicates cohort groups report a similar understanding of math from June 2011 to June 2013. 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). There was a slight improvement in June 2013 (Enjoyment – 2.26).

<b>Key Performance Measure:</b> The rating by student on a self-reported measure of Learning, Understanding or Enjoyment (on a scale of 1 to 3). Baseline data from June 2011			
	<b>June 2012</b>	<b>June 2013</b>	<b>June 2014</b>
Learning	no data	2.35	*
Understanding	2.43	2.52	*
Enjoyment	2.25	2.26	*

\* Due to the teachers' strike action during the 2013-2014 school year, the math survey was not completed; therefore, there were no results to report on from the 2013-2014 school year.

**Opportunities for Further Development for Goal 2:**

The School Planning Council will review this goal during the upcoming school year to determine how we will monitor results with respect to the new Math curriculum that will be introduced during the 2015-2106 school year.

**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 and Caring Social Responsibility Survey is conducted in November of each school year and is used a key performance measure.

**Key Performance Measure:** Safe and Caring Social Responsibility Survey

	2010-2011	2012-2013	2013-2014
Percentage of students reporting Many Times or Always to the statement; “I follow the Code of Conduct”	87%	91%	93%
Percentage of students reporting Many Times or Always to the statement; “I feel safe at school”	89%	82%	88%
Percentage of students reporting Many Times or Always to the statement; “If I see bullying, I try to help the person being bullied”	66%	75%	69%
Percentage of students reporting Once a Week or Many Times a Week to the statement; “This year, I have been bullied by other students.”	8%	13%	11%

No survey was conducted during the 2011-2012 school year

**Trend Data Analysis:**

Analysis of data shows that there are still areas of concerns for staff. The percentage of students who self-report that they help someone who is being bullied is still low (69% in 2013-2014). There is also a need to support the number of students who report being bullied at school (11% in 2013-2014).

**Opportunities for Further Development for Goal 3:**

Safe and Caring Social Responsibility Survey data continues to show that social responsibility is an important area of focus for Cleveland Elementary School. Teachers are examining ways of encouraging students to support students when they see bullying or mean behaviours in the school or on the playground. 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 2015-2016:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cleveland School Plan for 2015-2016 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 primary home reading program early in the 1st term of each year
- Implement teaching of strategies and skills from North Vancouver's *Reading 44*
- Provide professional development for primary teachers through the North Vancouver School District's Changing Results for Young Readers workshop series
- Provide access to technology (iPads, online programs or web sites) to support reading development
- 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)

	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.	2011-2012	**	**	**	0	80	20	19	60	21
	2012-2013	37	51	12	0	80	20	34	48	18
	2013-2014	39	54	7	0	80	20	*	*	*
	2014-2015	2	28	70	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.	2011-2012	**	**	**	0	80	20	23	70	7
	2012-2013	28	70	2	0	80	20	22	64	14
	2013-2014	39	50	11	0	80	20	*	*	*
	2014-2015	15	32	51	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.	2011-2012	**	**	**	0	80	20	16	72	12
	2012-2013	20	66	14	0	80	20	15	70	15
	2013-2014	19	77	4	0	80	20	*	*	*
	2014-2015	5	30	56	0	80	20			



\* Due to the teachers' strike action during the 2013-2014 school year, report cards were not written for the 3<sup>rd</sup> term, therefore, there were no results to report on from the 2013-2014 school year.

\*\* 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
- Provide home support packages for identified children to support reading development

**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	85	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 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 North Vancouver's *Math 44* for all staff
- Increase the use of math manipulatives in the classroom
- Provide Learning Assistance Centre support for students identified by teachers and referred to the School Based Resource Team
- Access North Vancouver School District personnel to provide assessments and consult on learning plans for students requiring extra support in math
- Implement the use of technology (iPads, personal electronic devices) 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.	2011-2012	**	**	**	0	55	45	11
	2012-2013	7	73	20	0	55	45	3	66	31
	2013-2014	6	71	23	0	55	45	*	*	*
	2014-2015	9	73	18						

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\*\* 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 or 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.	2011-2012	**	**	**	0	55	45	9	54	36
	2012-2013	7	63	30	0	55	45	6	57	37
	2013-2014	5	51	44	0	55	45	*	*	*
	2014-2015	4	56	40						
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.	2011-2012	**	***	**	0	55	45	14	42	44
	2012-2013	16	62	22	0	55	45	13	58	30
	2013-2014	15	66	19	0	55	45	*	*	*
	2014-2015	7	47	47						

\* Due to the teachers' strike action during the 2013-2014 school year, report cards were not written for the 3<sup>rd</sup> term, therefore, there were no results to report on from the 2013-2014 school year.

\*\* 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:

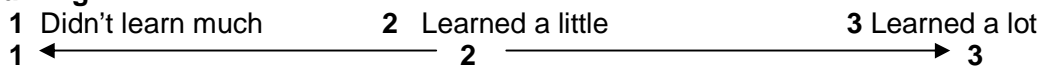
- Provide all students with the opportunity for enriched math experiences (national Math Contests)
- Use math manipulatives to assist student in discovering and understanding math concepts
- Encourage collaboration among grade 3 and 4 teachers in order to actively support the transition challenges that students face from grades 3 to 4 in relation to math learning outcomes
- Implement the use of technology (iPads, personal electronic devices) to support increased engagement in math

- 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

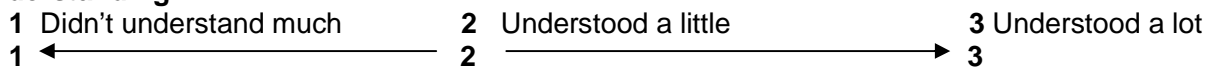
**Evidence:** (Quantitative)

*\* Due to the teachers' strike action during the 2013-2014 school year, report cards were not written for the 3<sup>rd</sup> term, therefore, there were no results to report on from the 2013-2014 school year.*

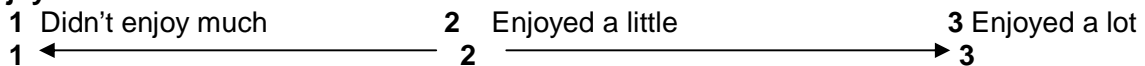
**Learning**



**Understanding**



**Enjoyment**



<b>Key Performance Measure:</b> Students self reporting on survey to measure their <b>Learning</b> in math with range from 1 (didn't learn much) to 3 (understood a lot) June 2014	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 3		2.5	
Grade 4		2.5	
Grade 5		2.5	
Grade 6		2.5	
Grade 7		2.5	

<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 2014	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 3		2.5	
Grade 4		2.5	
Grade 5		2.5	
Grade 6		2.5	
Grade 7		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 2014	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Grade 3		2.5	
Grade 4		2.5	
Grade 5		2.5	
Grade 6		2.5	
Grade 7		2.5	

### **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 leadership opportunities for students through Playground Pals, Safety Patrol, Lunch Monitors and CARE Committee
- Provide school activities and programs that promote social skill development, healthy student relationships and an appreciation of diversity (i.e. Friendship groups)
- Provide opportunities for students to engage in class meetings to focus on creating healthy classroom cultures and a positive school climate
- Connect to community services to support positive problem solving (i.e. North Shore Restorative Justice Society)
- Provide public recognition for students who demonstrate acts of kindness towards others
- Provide teacher professional development focused on supporting social emotional learning during staff collaboration sessions
- 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 2014)	93	95	
The percentage of students reporting Many Times or Always to the statement; "I feel safe at school" (November 2014)	89	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 2014)	68	80	
The percentage of students reporting Many Times or Always to the statement; "This year, I have been bullied by other students." (November 2014)	7	5	

## 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 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 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

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Doug Beveridge	<i>Original Document Signed by SPC Members</i>
Teacher	no teacher participation	
Parent	Tracy Bosch	
Parent	Stephanie Jones	
Parent	Mel Montgomery	
Student <i>(Gr 10, 11, 12 schools only)</i>		

**Board Approval of School Plan:**

***Approved by:***

Mark Pearmain, Assistant Superintendent  
June 15, 2015