

**North Vancouver School District**  
**SCHOOL PLAN**  
**2009-2010**

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

**Principal:** Ian McWilliams

**School/Community Context:**

Cleveland Elementary School has served its community since 1964. It has offered an English program since it opened and became a dual track school by offering a French Immersion program in 1978. Cleveland is a safe and caring place. The school's Code of Conduct, Peer Mediation program and Student Council provides guidance for student behaviour, a platform for students to voice their concerns and positive activities for students throughout the year. The Cleveland School Mission is to provide an environment that fosters the emotional, social and physical well being and the intellectual development of all students. Cleveland School will promote a positive self concept, respect for self, respect for others, respect for the environment, fitness and health. In addition, the school has adopted a sister school in Sri Lanka, Maha Vishnu, whose population suffered a great tragic and emotional loss during the tsunami of 2004. Throughout the year there are several events that generate resources that are sent to Maha Vishnu to promote a global awareness of the needs of communities and children in other parts of the world.

**Demographics:**

Total number of students: 484 Male: 239 Female: 245

| Number of students per grade |     |    |    |    |    |    |    |    |    |
|------------------------------|-----|----|----|----|----|----|----|----|----|
| Grade                        | ADK | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| English                      |     | 16 | 25 | 11 | 19 | 29 | 35 | 21 | 47 |
| Fr. Imm.                     |     | 42 | 42 | 36 | 40 | 35 | 35 | 29 | 22 |

| Grade    | 8 | 9 | 10 | 11 | 12 |
|----------|---|---|----|----|----|
| English  |   |   |    |    |    |
| Fr. Imm. |   |   |    |    |    |

| # FTE Teachers & Administrators | % Aboriginal Students | % Special Needs Students | % International Students | % ESL      |
|---------------------------------|-----------------------|--------------------------|--------------------------|------------|
| <b>24.979</b>                   | <b>0.4</b>            | <b>9.5</b>               | <b>3.7</b>               | <b>4.8</b> |

## Progress Analysis:

### Review of School Goals – Previous Year

Goal 1: To improve Reading and Writing proficiency in students K-7.

Upon review of Goal 1 the School Planning Council reviewed the report card results in the subjects of Reading and Writing that compared first term and third term grades of students in grades K-3 and the Foundation Skills Assessment for students in grades 4 and 7. The School Planning Council was satisfied that objectives had been met and that student achievement was at a high enough level to warrant a change of Goal 1.

Goal 2: To improve proficiency in Mathematics.

Upon review of Goal 2 the School Planning Council reviewed the report card results in the subject of Mathematics that compared first term and third term grades of students in grades K-7. The School Planning Council was satisfied that objectives had been met and that student achievement was at a high enough level to warrant a change of Goal 2.

Goal 3: To increase sense of social responsibility within our school community.

Upon review of Goal 3 the School Planning Council reviewed the results of the School District's biannual, "Safe School Social Responsibility Survey for Elementary Students". The School Planning Council was satisfied that objectives had been met and that student achievement was at a high enough level to warrant a change of Goal 3.

### Opportunities for Further Development:

Previous Goal 1: To improve Reading and Writing proficiency in students K-7.

*New Goal 1: To improve the literacy level of kindergarten students.*

The School Planning Council noted in their review of the previous Goal 1 that a significant percentage of Kindergarten students achieve the grade of "Approaching Expectations" during their Kindergarten year and achieve below the 25<sup>th</sup> percentile on the T.O.P.A. As a result of this review the School planning Council decided to focus on a smaller group, early intervention and change Goal 1 to "To improve the literacy level of Kindergarten students".

Previous Goal 2: To improve proficiency in Mathematics.

*New Goal 2: To improve the mathematics achievement at the grade 4 level.*

The School Planning Council noted in their review of the previous Goal 2 that there is a significant change in the Mathematics program as students move out of the primary program and enter the intermediate program. The program becomes more rigorous, teaching styles change and students are challenged to accept more independence and this may have a bearing on student enjoyment of Mathematics. As a result of this review the School Planning Council decided to change Goal 2 to "To improve the mathematics achievement at the grade 4 level."



Previous Goal 3: To increase the sense of social responsibility within our school community.  
*New Goal 3: To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams.*

The School Planning Council noted in their discussions of Goal 3 that opportunities should be provided to bring together students in the French and English streams so that an appreciation of the diversity between students had an opportunity to increase. As a result of this review the School planning Council decided to change Goal 3 to “To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams.”

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

- 1. To improve the literacy level of Kindergarten students.**
- 2. To improve the mathematics achievement at the grade 4 level.**
- 3. To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams.**

**School Goal 1:**  
**To improve the literacy level of Kindergarten students.**

**Goal Rationale:**

The School Planning Council recognizes the value of early intervention in Literacy and feels that it is critical to provide support for at-risk beginning readers to increase their chances of long-term success.

**Objective 1.1:**

To increase the percentage of Kindergarten students meeting or exceeding objectives in Reading on their report card from the second to the third term.

**Strategies/Structures:**

- To provide support and intervention through Firm Foundation.
- To provide support through the L.A.C. for students in need.
- To provide in-service and resources to support Our Turn to Talk.

**Evidence:** *(Quantitative)*

| <b>Key Performance Measure:</b>  | <b>Baseline</b>       | <b>Target</b> | <b>Actual</b> |
|--|-----------------------|---------------|---------------|
| Percentage of Kindergarten students meeting or exceeding objectives in Reading on their report card from second to third term. | Second Term 09<br>70% | 100%          | Third Term 09 |

**Evidence:** *(Qualitative)*

**Qualitative Baseline:**

Based on teacher observations, anecdotal report card comments and the needs of the students in the classroom, as evidenced by the report card data, a third of the class is still not yet meeting or approaching expectations in reading in the second term.

**Qualitative Target:**

We hope to have all students either meeting or exceeding objectives in reading as evidenced by report card data.

**Qualitative Actual:**  
 We will report the actual data once the third term reports are completed.

**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:**

- To administer the TOPA to all Kindergarten students in January and identify those below the 25<sup>th</sup> percentile.
- To provide additional phonological training and support to the identified students through the classroom and L.A.C.
- To retest those identified again in June of the same year.

**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 test by the end of the year. | Jan. 09<br>86%  | 100%          | Jun. 09       |

**Evidence: (Qualitative)**

**Qualitative Baseline:**  
 Based on actual test scores and the observations made by classroom teachers, 14 percent of the group is below the 25<sup>th</sup> percentile in the TOPA scores. This is the level at which students are deemed at risk and need to receive early intervention.

**Qualitative Target:**  
 We hope to move all students to a level above the 25<sup>th</sup> percentile in the TOPA scores administered at the end of the year.

**Qualitative Actual:**  
 We will report out the results of the TOPA scores at the end of the 2009 year.

## School Goal 2:

To improve the mathematics achievement at the Grade 4 level.

### Goal Rationale:

The School Planning Council decided to focus on improvement and enjoyment of Mathematics at Grade 4. This is a transition year from the primary to the intermediate program and as this subject becomes more rigorous, teaching styles change and students are challenged to accept more independence and this may have a bearing on student enjoyment.

### Objective 2.1:

To improve the proficiency in Mathematics for students in grade 4 as measured by report card data change from first term to third term.

#### Strategies/Structures:

- To implement and provide in-service in Math 44.
- To increase the use of math manipulatives in the classroom.
- To provide L.A.C. support for students identified by teachers.

#### Evidence: (Quantitative)

| Key Performance Measure:  | Baseline             | Target | Actual        |
|---|----------------------|--------|---------------|
| Compare the percentage of Grade 4 students receiving a letter grade of C+, B or A in Mathematics on their report card from first to third term. | First Term 08<br>89% | 100%   | Third Term 09 |

#### Evidence: (Qualitative)

##### Qualitative Baseline:

Based on the need for LAC math intervention at the grade 4 level, there is a group of students who are experiencing difficulty in this subject area. Observations, and reports to the resource team made by classroom teachers suggest that intervention through small group instruction would be beneficial for this group.

##### Qualitative Target:

We plan to focus on the LAC math group in grade 4 in order to increase their level of achievement in math for the third term.



**Qualitative Actual:**  
We will report at the end of the third term.

**Objective 2.2:**

To increase the percentage of Grade 4 students reporting their enjoyment of Mathematics as evidenced by a survey that we generate internally.

**Strategies/Structures:**

- To create and administer a survey to Grade 4 students in the third term of 2009.
- To administer the same survey on the same group of students in the second term of 2010.

| <b>Key Performance Measure:</b>  | <b>Baseline</b><br>third term<br>2009 | <b>Target</b> | <b>Actual</b><br>Second<br>Term<br>2010 |
|--|---------------------------------------|---------------|---|
| Survey results expressing the percentage of Grade 4 students reporting their enjoyment of Mathematics. |                                       |               |   |
| Always   | 31%                                   | 100%          |   |
| Some of the Time   | 64%                                   | 100%          |   |
| Never  | 5%                                    | 100%          |   |

**Evidence: (Qualitative)**

|   |
|---|
| <p><b>Qualitative Baseline:</b><br/>The School Planning Council identified anecdotally that math enjoyment dropped during grade 4. Students are expected to learn and memorize abstract concepts without the use of concrete materials which is the instructional method of the primary math program. Problem-solving at the grade 4 level is a multi-step process in which they have little experience. Hence, math becomes an increasingly difficult subject with little enjoyment for many of the students. We will provide students with a survey that will give us an initial indication of their level of math enjoyment at this point in time.</p> |
| <p><b>Qualitative Target:</b><br/>Through teacher observations, class participation in small math challenge games and activities we will expect an increase in the level of math enjoyment by all students.</p>   |
| <p><b>Qualitative Actual:</b><br/>We will administer the math survey at the end of the year to indicate any improvements in students' level of enjoyment of math after strategies have been implemented.</p>  |

**School Goal 3:**

**To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams.**

**Goal Rationale:**

The School Planning Council decided to focus on the number of social opportunities provided at Grade 1 and Grade 7 that are designed to bring together students in the French and English streams. By offering these opportunities at the Grade 1 and 7 years it is thought that an increased appreciation of the diversity between English and French students would develop early in their school years and strengthen as they transition to Secondary School.

**Objective 3.1:**

To improve Grade 1 social interactions between French and English students.

**Strategies/Structures:**

- To provide school events that promotes interaction between Grade 1 French and English students (two Friendship Luncheons, Halloween dances in P. E., two Ice Skating Field Trips, Friendship Dance, Eldon Park Picnic & Play).
- To provide a scheduling block in the large/small gym so that teachers can bring the Grade 1 French and English classes together.

| <b>Key Performance Measure:</b>                                    | <b>Baseline<br/>2008-09</b> | <b>Target<br/>Increase<br/>by 2</b> | <b>Actual<br/>2009-10</b> |
|--|-----------------------------|-------------------------------------|---------------------------|
| Number of organized school events provided for social interaction. | 7                           | 9                                   |                           |

**Evidence: (Qualitative)****Qualitative Baseline:**

We have provided school events that promote interaction such as, the grade 1 dance and the buddy lunches. We have observed that the students have made friends from both tracks and parents have made connections to be able to facilitate play-dates and out of school experiences.

**Qualitative Target:**

We will focus on scheduling school events that promote interaction between the two groups.

**Qualitative Actual:**  
 We will report out the number of interactions that take place between grade 1 French and English students.

**Objective 3.2:**

To improve the Grade 7 social interactions between French and English students.

**Strategies/Structures:**

- To provide organized school events that promote interaction between Grade 7 French and English students (three dances, Ice Skating, Playland, combined classes during journalist activity, Math Contest).

| <b>Key Performance Measure:</b>                                    | <b>Baseline<br/>2008-09</b> | <b>Target<br/>Increase<br/>by 2</b> | <b>Actual<br/>2009-10</b> |
|--|-----------------------------|-------------------------------------|---------------------------|
| Number of organized school events provided for social interaction. | 7                           | 9                                   |                           |

**Evidence: (Qualitative)**

**Qualitative Baseline:**  
 We have provided organized school events to promote interaction such as the grade 7 dances, field trips, Student Council, luncheons and other activities. We have observed that the students have made friends from both tracks and have made connections to be able to facilitate out of school experiences.

**Qualitative Target:**  
 We will focus on scheduling school events that promote interaction between the two groups.

**Qualitative Actual:**  
 We will report out the number of interactions that take place between grade 7 French and English students.

## Connections:

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

During regular Principals' Meetings the North Vancouver School District has provided information, in-service, direction, guidelines and support to schools for the development of the School Annual Plan. The direction of the School District has been to encourage the uniqueness of school plans while also maintaining connections with the district's achievement plan. Cleveland is the only French Immersion feeder school to Handsworth Secondary School. Having both French and English programs creates unique challenges for the school plan including the development of measures and strategies that include each program.

The goals of Cleveland's School Plan 2009-2010 are connected to the goals of the North Vancouver School District Achievement Contract 2008/2009.

Cleveland's Goal #1, To improve the literacy level of kindergarten students is similar to objectives and strategies within the School District's goal, To improve the success rates of students who are not yet meeting expectations for reading, writing, listening and/or speaking as measured by performance standards. Cleveland decided in the development of their plan that progress in the area of early literacy was important to build a foundation that would yield long term success for students below the 25<sup>th</sup> percentile on the T.O.P.A. The School District helped Cleveland with the data collection for this goal by developing a computer program that would allow us to compare report card grades.

Cleveland's Goal #2, To improve the mathematics achievement at the grade 4 level uses Grade 4 report card data to represent student progress and a School Planning Council generated survey to indicate student enjoyment of Mathematics. Although the School District does not have a specific Mathematics goal, Mathematics objectives are nested within the goals.

Cleveland's Goal #3, To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams is a goal that is specific to Cleveland, however, it is similar to some of the aspects of the School Districts Achievement Contract in the provision of a safe and caring learning environment. Both Cleveland and the School District focus on the development of positive atmospheres and safe environments as important aspects to a student's sense of security and belonging and this emotional security in turn has a large impact on a student's ability to learn and appreciate the diversity between students. Opportunities for social interaction between the French and English streams help in developing this appreciation.

Cleveland is a member of the Handsworth Family of Schools. Other members of the Handsworth Family of Schools include, Montroyal Elementary, Canyon Heights Elementary, Highlands Elementary and Handsworth Secondary Schools. The principals of these schools meet once a month to discuss topics that are in their common interest. School annual plans are frequently discussed and ideas are shared around the development of goals, objectives, data sources and strategies. Most of the schools have a Literacy goal, a Mathematics goal, and a goal connected to the development of a safe and caring school environment.



**North Vancouver School District**  
**SCHOOL PLAN**  
**2009-2010**

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

**Principal:** Ian McWilliams

**School/Community Context:**

Cleveland Elementary School has served its community since 1964. It has offered an English program since it opened and became a dual track school by offering a French Immersion program in 1978. Cleveland is a safe and caring place. The school's Code of Conduct, Peer Mediation program and Student Council provides guidance for student behaviour, a platform for students to voice their concerns and positive activities for students throughout the year. The Cleveland School Mission is to provide an environment that fosters the emotional, social and physical well being and the intellectual development of all students. Cleveland School will promote a positive self concept, respect for self, respect for others, respect for the environment, fitness and health. In addition, the school has adopted a sister school in Sri Lanka, Maha Vishnu, whose population suffered a great tragic and emotional loss during the tsunami of 2004. Throughout the year there are several events that generate resources that are sent to Maha Vishnu to promote a global awareness of the needs of communities and children in other parts of the world.

**Demographics:**

Total number of students: 484 Male: 239 Female: 245

| <b>Number of students per grade</b> |     |    |    |    |    |    |    |    |    |
|-------------------------------------|-----|----|----|----|----|----|----|----|----|
| Grade                               | ADK | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| English                             |     | 16 | 25 | 11 | 19 | 29 | 35 | 21 | 47 |
| Fr. Imm.                            |     | 42 | 42 | 36 | 40 | 35 | 35 | 29 | 22 |

| Grade    | 8 | 9 | 10 | 11 | 12 |
|----------|---|---|----|----|----|
| English  |   |   |    |    |    |
| Fr. Imm. |   |   |    |    |    |

| # FTE Teachers & Administrators | % Aboriginal Students | % Special Needs Students | % International Students | % ESL      |
|---------------------------------|-----------------------|--------------------------|--------------------------|------------|
| <b>24.979</b>                   | <b>0.4</b>            | <b>9.5</b>               | <b>3.7</b>               | <b>4.8</b> |



## Progress Analysis:

### Review of School Goals – Previous Year

Goal 1: To improve Reading and Writing proficiency in students K-7.

Upon review of Goal 1 the School Planning Council reviewed the report card results in the subjects of Reading and Writing that compared first term and third term grades of students in grades K-3 and the Foundation Skills Assessment for students in grades 4 and 7. The School Planning Council was satisfied that objectives had been met and that student achievement was at a high enough level to warrant a change of Goal 1.

Goal 2: To improve proficiency in Mathematics.

Upon review of Goal 2 the School Planning Council reviewed the report card results in the subject of Mathematics that compared first term and third term grades of students in grades K-7. The School Planning Council was satisfied that objectives had been met and that student achievement was at a high enough level to warrant a change of Goal 2.

Goal 3: To increase sense of social responsibility within our school community.

Upon review of Goal 3 the School Planning Council reviewed the results of the School District's biannual, "Safe School Social Responsibility Survey for Elementary Students". The School Planning Council was satisfied that objectives had been met and that student achievement was at a high enough level to warrant a change of Goal 3.

### Opportunities for Further Development:

Previous Goal 1: To improve Reading and Writing proficiency in students K-7.

*New Goal 1: To improve the literacy level of kindergarten students.*

The School Planning Council noted in their review of the previous Goal 1 that a significant percentage of Kindergarten students achieve the grade of "Approaching Expectations" during their Kindergarten year and achieve below the 25<sup>th</sup> percentile on the T.O.P.A. As a result of this review the School planning Council decided to focus on a smaller group, early intervention and change Goal 1 to "To improve the literacy level of Kindergarten students".

Previous Goal 2: To improve proficiency in Mathematics.

*New Goal 2: To improve the mathematics achievement at the grade 4 level.*

The School Planning Council noted in their review of the previous Goal 2 that there is a significant change in the Mathematics program as students move out of the primary program and enter the intermediate program. The program becomes more rigorous, teaching styles change and students are challenged to accept more independence and this may have a bearing on student enjoyment of Mathematics. As a result of this review the School Planning Council decided to change Goal 2 to "To improve the mathematics achievement at the grade 4 level."



Previous Goal 3: To increase the sense of social responsibility within our school community.  
*New Goal 3: To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams.*

The School Planning Council noted in their discussions of Goal 3 that opportunities should be provided to bring together students in the French and English streams so that an appreciation of the diversity between students had an opportunity to increase. As a result of this review the School planning Council decided to change Goal 3 to “To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams.”

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

- 1. To improve the literacy level of Kindergarten students.**
- 2. To improve the mathematics achievement at the grade 4 level.**
- 3. To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams.**

**School Goal 1:**  
**To improve the literacy level of Kindergarten students.**

**Goal Rationale:**

The School Planning Council recognizes the value of early intervention in Literacy and feels that it is critical to provide support for at-risk beginning readers to increase their chances of long-term success.

**Objective 1.1:**

To increase the percentage of Kindergarten students meeting or exceeding objectives in Reading on their report card from the second to the third term.

**Strategies/Structures:**

- To provide support and intervention through Firm Foundation.
- To provide support through the L.A.C. for students in need.
- To provide in-service and resources to support Our Turn to Talk.

**Evidence:** *(Quantitative)*

| <b>Key Performance Measure:</b>  | <b>Baseline</b>       | <b>Target</b> | <b>Actual</b> |
|--|-----------------------|---------------|---------------|
| Percentage of Kindergarten students meeting or exceeding objectives in Reading on their report card from second to third term. | Second Term 09<br>70% | 100%          | Third Term 09 |

**Evidence:** *(Qualitative)*

**Qualitative Baseline:**

Based on teacher observations, anecdotal report card comments and the needs of the students in the classroom, as evidenced by the report card data, a third of the class is still not yet meeting or approaching expectations in reading in the second term.

**Qualitative Target:**

We hope to have all students either meeting or exceeding objectives in reading as evidenced by report card data.

**Qualitative Actual:**

We will report the actual data once the third term reports are completed.

**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:**

- To administer the TOPA to all Kindergarten students in January and identify those below the 25<sup>th</sup> percentile.
- To provide additional phonological training and support to the identified students through the classroom and L.A.C.
- To retest those identified again in June of the same year.

**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 test by the end of the year. | Jan. 09<br>86%  | 100%          | Jun. 09       |

**Evidence: (Qualitative)**

**Qualitative Baseline:**

Based on actual test scores and the observations made by classroom teachers, 14 percent of the group is below the 25<sup>th</sup> percentile in the TOPA scores. This is the level at which students are deemed at risk and need to receive early intervention.

**Qualitative Target:**

We hope to move all students to a level above the 25<sup>th</sup> percentile in the TOPA scores administered at the end of the year.

**Qualitative Actual:**

We will report out the results of the TOPA scores at the end of the 2009 year.

## School Goal 2:

To improve the mathematics achievement at the Grade 4 level.

### Goal Rationale:

The School Planning Council decided to focus on improvement and enjoyment of Mathematics at Grade 4. This is a transition year from the primary to the intermediate program and as this subject becomes more rigorous, teaching styles change and students are challenged to accept more independence and this may have a bearing on student enjoyment.

### Objective 2.1:

To improve the proficiency in Mathematics for students in grade 4 as measured by report card data change from first term to third term.

#### Strategies/Structures:

- To implement and provide in-service in Math 44.
- To increase the use of math manipulatives in the classroom.
- To provide L.A.C. support for students identified by teachers.

#### Evidence: (Quantitative)

| Key Performance Measure:  | Baseline             | Target | Actual        |
|---|----------------------|--------|---------------|
| Compare the percentage of Grade 4 students receiving a letter grade of C+, B or A in Mathematics on their report card from first to third term. | First Term 08<br>89% | 100%   | Third Term 09 |

#### Evidence: (Qualitative)

##### Qualitative Baseline:

Based on the need for LAC math intervention at the grade 4 level, there is a group of students who are experiencing difficulty in this subject area. Observations, and reports to the resource team made by classroom teachers suggest that intervention through small group instruction would be beneficial for this group.

##### Qualitative Target:

We plan to focus on the LAC math group in grade 4 in order to increase their level of achievement in math for the third term.



**Qualitative Actual:**  
We will report at the end of the third term.

**Objective 2.2:**

To increase the percentage of Grade 4 students reporting their enjoyment of Mathematics as evidenced by a survey that we generate internally.

**Strategies/Structures:**

- To create and administer a survey to Grade 4 students in the third term of 2009.
- To administer the same survey on the same group of students in the second term of 2010.

| <b>Key Performance Measure:</b>  | <b>Baseline</b><br>third term<br>2009 | <b>Target</b> | <b>Actual</b><br>Second<br>Term<br>2010 |
|--|---------------------------------------|---------------|---|
| Survey results expressing the percentage of Grade 4 students reporting their enjoyment of Mathematics. |                                       |               |   |
| Always   | 31%                                   | 100%          |   |
| Some of the Time   | 64%                                   | 100%          |   |
| Never  | 5%                                    | 100%          |   |

**Evidence: (Qualitative)**

|   |
|---|
| <p><b>Qualitative Baseline:</b><br/>The School Planning Council identified anecdotally that math enjoyment dropped during grade 4. Students are expected to learn and memorize abstract concepts without the use of concrete materials which is the instructional method of the primary math program. Problem-solving at the grade 4 level is a multi-step process in which they have little experience. Hence, math becomes an increasingly difficult subject with little enjoyment for many of the students. We will provide students with a survey that will give us an initial indication of their level of math enjoyment at this point in time.</p> |
| <p><b>Qualitative Target:</b><br/>Through teacher observations, class participation in small math challenge games and activities we will expect an increase in the level of math enjoyment by all students.</p>   |
| <p><b>Qualitative Actual:</b><br/>We will administer the math survey at the end of the year to indicate any improvements in students' level of enjoyment of math after strategies have been implemented.</p>  |

### **School Goal 3:**

**To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams.**

#### **Goal Rationale:**

The School Planning Council decided to focus on the number of social opportunities provided at Grade 1 and Grade 7 that are designed to bring together students in the French and English streams. By offering these opportunities at the Grade 1 and 7 years it is thought that an increased appreciation of the diversity between English and French students would develop early in their school years and strengthen as they transition to Secondary School.

#### **Objective 3.1:**

To improve Grade 1 social interactions between French and English students.

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

- To provide school events that promotes interaction between Grade 1 French and English students (two Friendship Luncheons, Halloween dances in P. E., two Ice Skating Field Trips, Friendship Dance, Eldon Park Picnic & Play).
- To provide a scheduling block in the large/small gym so that teachers can bring the Grade 1 French and English classes together.

| <b>Key Performance Measure:</b>                                    | <b>Baseline<br/>2008-09</b> | <b>Target<br/>Increase<br/>by 2</b> | <b>Actual<br/>2009-10</b> |
|--|-----------------------------|-------------------------------------|---------------------------|
| Number of organized school events provided for social interaction. | 7                           | 9                                   |                           |

#### **Evidence: (Qualitative)**

##### **Qualitative Baseline:**

We have provided school events that promote interaction such as, the grade 1 dance and the buddy lunches. We have observed that the students have made friends from both tracks and parents have made connections to be able to facilitate play-dates and out of school experiences.

##### **Qualitative Target:**

We will focus on scheduling school events that promote interaction between the two groups.

**Qualitative Actual:**  
 We will report out the number of interactions that take place between grade 1 French and English students.

**Objective 3.2:**

To improve the Grade 7 social interactions between French and English students.

**Strategies/Structures:**

- To provide organized school events that promote interaction between Grade 7 French and English students (three dances, Ice Skating, Playland, combined classes during journalist activity, Math Contest).

| <b>Key Performance Measure:</b>                                    | <b>Baseline<br/>2008-09</b> | <b>Target<br/>Increase<br/>by 2</b> | <b>Actual<br/>2009-10</b> |
|--|-----------------------------|-------------------------------------|---------------------------|
| Number of organized school events provided for social interaction. | 7                           | 9                                   |                           |

**Evidence: (Qualitative)**

**Qualitative Baseline:**  
 We have provided organized school events to promote interaction such as the grade 7 dances, field trips, Student Council, luncheons and other activities. We have observed that the students have made friends from both tracks and have made connections to be able to facilitate out of school experiences.

**Qualitative Target:**  
 We will focus on scheduling school events that promote interaction between the two groups.

**Qualitative Actual:**  
 We will report out the number of interactions that take place between grade 7 French and English students.

## Connections:

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

During regular Principals' Meetings the North Vancouver School District has provided information, in-service, direction, guidelines and support to schools for the development of the School Annual Plan. The direction of the School District has been to encourage the uniqueness of school plans while also maintaining connections with the district's achievement plan. Cleveland is the only French Immersion feeder school to Handsworth Secondary School. Having both French and English programs creates unique challenges for the school plan including the development of measures and strategies that include each program.

The goals of Cleveland's School Plan 2009-2010 are connected to the goals of the North Vancouver School District Achievement Contract 2008/2009.

Cleveland's Goal #1, To improve the literacy level of kindergarten students is similar to objectives and strategies within the School District's goal, To improve the success rates of students who are not yet meeting expectations for reading, writing, listening and/or speaking as measured by performance standards. Cleveland decided in the development of their plan that progress in the area of early literacy was important to build a foundation that would yield long term success for students below the 25<sup>th</sup> percentile on the T.O.P.A. The School District helped Cleveland with the data collection for this goal by developing a computer program that would allow us to compare report card grades.

Cleveland's Goal #2, To improve the mathematics achievement at the grade 4 level uses Grade 4 report card data to represent student progress and a School Planning Council generated survey to indicate student enjoyment of Mathematics. Although the School District does not have a specific Mathematics goal, Mathematics objectives are nested within the goals.

Cleveland's Goal #3, To increase the appreciation of diversity between students, focusing on building bridges between students in the French and English streams is a goal that is specific to Cleveland, however, it is similar to some of the aspects of the School Districts Achievement Contract in the provision of a safe and caring learning environment. Both Cleveland and the School District focus on the development of positive atmospheres and safe environments as important aspects to a student's sense of security and belonging and this emotional security in turn has a large impact on a student's ability to learn and appreciate the diversity between students. Opportunities for social interaction between the French and English streams help in developing this appreciation.

Cleveland is a member of the Handsworth Family of Schools. Other members of the Handsworth Family of Schools include, Montroyal Elementary, Canyon Heights Elementary, Highlands Elementary and Handsworth Secondary Schools. The principals of these schools meet once a month to discuss topics that are in their common interest. School annual plans are frequently discussed and ideas are shared around the development of goals, objectives, data sources and strategies. Most of the schools have a Literacy goal, a Mathematics goal, and a goal connected to the development of a safe and caring school environment.



**Consultation Process of Cleveland Elementary School Planning Council:**

- X School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- X A summary of the approved Cleveland Elementary School Plan will be posted on the school web site by October 31, 2009.

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

Date: May 8, 2009

|  | <b>Name</b>      | <b>Signature</b>                                   |
|--|------------------|--|
| Chairperson<br>(Principal)                         | Ian McWilliams   | <i>Original Document signed by<br/>SPC Members</i> |
| Teacher  | Deferred         |  |
| Parent   | Julian Somers    |  |
| Parent   | Stephanie Jordan |  |
| Parent   | Nicky Delmotte   |  |
| Student<br><i>(Gr 10, 11, 12<br/>schools only)</i> |                  |  |

**Board Approval of School Plan:**

*Approved by:*

**Bryn Roberts, Assistant Superintendent**  
**June 15, 2009**

