

# North Vancouver School District SCHOOL PLAN *for* 2011-2012

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

## School/Community Context:

L' École 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 (F.I.) program in 1978. Cleveland is a safe and caring place. The school's Code of Conduct, Peer Mediation program and Student Council provide 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 promotes a positive self concept, respect for self, respect for others, respect for the environment, fitness and health. In addition, the school has a unique environmental program called Free the Trees. This involves creating a sustainable forest and playground area by pulling the invasive plants and replanting the area with trees and native species. The student body is heavily involved in this program.

## Demographics: 2010-2011

Total number of students: 486 Male: 245 Female: 241

Number of students per Grade								
Grade	K	1	2	3	4	5	6	7
English	13	14	16	30	21	22	36	34
Fr. Imm.	41	46	42	37	34	39	33	28

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
<b>24.69</b>	<b>.2%</b>	<b>7.6%</b>	<b>3.7%</b>	<b>4.1%</b>

## Progress Analysis:

### Review of School Goals – Previous Year

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

The School Planning Council believes that the foundations for reading are established throughout the primary years. We concluded that the focus on kindergarten and at risk students only was too narrow and that more students would benefit by broadening our goal and associated strategies.

#### **New Goal 1: To improve the literacy level of primary students in reading proficiency.**

#### ***Goal 2: To improve students' mathematics achievement at the Grade 4 level.***

The School Planning Council noted in their review of 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 School Planning Council decided to focus on improvement 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, rigorous, and teaching styles change and students are challenged to accept more independence and this may have a bearing on student enjoyment. As a result of this review the School Planning Council decided to include Grades 3, 4 and 5 in this goal.

#### **New Goal 2: To improve students' mathematics achievement at Grades 3, 4 and 5.**

#### ***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 review of Goal 3 to take a broader view and decided to focus on appreciating the diversity within our community and providing opportunities, school wide, that are designed to build healthy relationships amongst our students. By offering these opportunities, it is thought that positive relationships will develop amongst students.

#### **New Goal 3: To increase student's respect for diversity and to focus on building healthy relationships within our school community.**

### Opportunities for Further Development:

*New Goal 1: To improve the literacy level of primary students in reading proficiency.  
See review of school goals – previous year above.*

*New Goal 2: To improve students' mathematics achievement at Grades 3, 4 and 5.  
See review of school goals – previous year above.*

*New Goal 3: To increase students' respect for diversity and to focus on building healthy relationships within our school community.  
See review of school goals – previous year above.*

## **School Goals for 2011-2012:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Cleveland Elementary School Plan for 2011-2012 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 students' respect for diversity and to focus on building healthy relationships within our 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 feels 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 decrease the percentage of Grade 1-3 students not yet meeting and approaching objectives and increase the percentage of students meeting or exceeding objectives in Reading on their report card from the first to the third term.

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

- To implement and support a home reading program early in the first term.
- To expose students to passionate ambassadors/programs for reading ( authors, librarians, Giant's Read to Succeed).
- To provide in-service and resources in support of Our Turn to Talk.
- To continue to support classroom teachers through small group interventions.
- To continue to support teachers that request help through the SBRT.
- To provide support through the L.A.C. for students in need.
- To provide LSW support as identified by the resource team.

**Evidence: (Quantitative)**

Key:

A = Not yet meeting and approaching objectives

M = Meeting objectives

E = Exceeding objectives

	Baseline %			Target %			Actual %		
	First Term						Third Term		
	A	M	E	A	M	E	A	M	E
2010-2011 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.	22	74	3	0	85	15			
2010-2011 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.	30	62	8	0	85	15			
2010-2011 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.	25	65	11	0	85	15			

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Based on teacher observations, anecdotal report card comments and the needs of the students in the classroom, as evidenced by the first term 2010 report card data: <ul style="list-style-type: none"> <li>- At Grade 1, 77% of students are meeting or exceeding objectives.</li> <li>- At Grade 2, 70% of students are meeting or exceeding objectives</li> <li>- At Grade 3, 76% of students are meeting or exceeding objectives.</li> </ul> </li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- We hope to have all students either meeting or exceeding objectives in reading as evidenced by third term 2011 report card data.</li> </ul>
<p><b>Qualitative Actual:</b></p> <p>We will report out the report card data at the end of the first and third term each year.</p>

## 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.
- To provide support and intervention through the use of the Firm Foundations program.

### Evidence: (Quantitative)

Key Performance Measure:	Baseline	Target	Actual
Percentage of kindergarten students scoring above the 25 <sup>th</sup> percentile on the TOPA test by the end of the year.	Jan. '09 86%	100%	Jun. '09 100%
	Jan. '10 85%	100%	Jun. '10 96%
	Jan. '11 81%	100%	Jun. '11

### Evidence: (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"><li>- Based on actual test scores and the observations made by classroom teachers, 19 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.</li></ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"><li>- 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.</li></ul>

**Qualitative Actual:**

Students scoring above the 25<sup>th</sup> percentile on the TOPA tests administered at the end of the year (2009 = 100%), (2010 = 96%).

We will report out the results of the TOPA scores at the end of the 2011 year.

English LAC Teacher Comment

We administer the TOPA in January to find out how students are developing their pre-reading skills, that is (reading readiness) phonological awareness. Students have to be able to identify first sounds of words and match a first sound in one word with other words. If a child scores below the 25<sup>th</sup> percentile, he or she receives learning assistance intervention where we review letters, sounds, words, syllables and rhyming. In other words, we reinforce pre-reading skills so the child is more prepared and has a good foundation for learning to read in Grade 1. We follow up with a TOPA test in May/June to find out if the student has made progress.

English Kindergarten Teacher Comments

Once the TOPA test is marked, teachers can use the results to gauge against their personal assessment of the student's ability and investigate why a student did poorly. Intervention is always beneficial regardless of the problems. Students receiving personal instruction over group instruction are always better off.

French Kindergarten Teacher Comments

- Able to flag those who had difficulty with letter sounds.
- Able to support teacher's observations with a formal test.
- Able to help those in small groups and give them extra attention they could not get in a classroom setting.

## School Goal 2:

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

### Goal Rationale:

The School Planning Council decided to focus on improvement 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, rigorous, and teaching styles change and students are challenged to accept more independence and this may have a bearing on student enjoyment.

### Objective 2.1:

To decrease the percentage of Grade 3, 4 and 5 students not yet meeting and approaching objectives and increase the percentage of students meeting or exceeding objectives in Mathematics on their report card from the first to the 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.
- To provide formative assessment strategies that guide instruction.
- To provide guided math instruction to a homogeneous group in the LAC.

### Evidence: (Quantitative)

Key:

A = Not yet meeting and approaching objectives

M= Meeting objectives

E = Exceeding objectives

	Baseline %			Target %			Actual %		
	First Term			Third Term					
	A	M	E	A	M	E	A	M	E
2010-2011 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.	12	62	26	0	55	45			

Key:

C-, C = Not yet meeting and approaching objectives

C+, B = Meeting objectives

A = Exceeding objectives

	Baseline %			Target %			Actual %		
	First Term			Third Term					
	C-,C	C+,B	A	C-,C	C+,B	A	C-,C	C+,B	A
2010-2011 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.	6	52	42	0	55	45			
2010-2011 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.	13	59	28	0	55	45			

**Evidence:** (Qualitative)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- Based on teacher observations, anecdotal report card comments and the needs of the students in the classroom, as evidenced by the first term 2010 report card data:             <ul style="list-style-type: none"> <li>- <b>At Grade 3</b>, 12% are not yet meeting and approaching objectives, 62% are meeting objectives and 26% are exceeding objectives.</li> <li>- <b>At Grade 4</b>, 6% are not yet meeting and approaching objectives, 52% are meeting objectives and 42% are exceeding objectives.</li> <li>- <b>At Grade 5</b>, 13% are not yet meeting and approaching objectives, 59% are meeting objectives and 28% are exceeding objectives.</li> </ul> </li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- We hope to have all students either meeting or exceeding objectives in mathematics as evidenced by third term 2011 report card data.</li> </ul>
<p><b>Qualitative Actual:</b></p> <p>We will report out the report card data at the end of the first and third term each year.</p>

**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, 4 and 5.

**Strategies/Structures:**

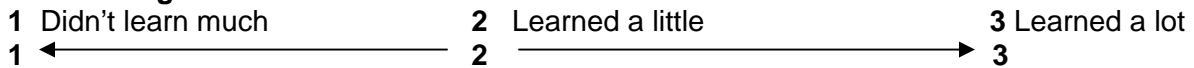
- To provide fun math afternoons with buddy classes and integrate Goal 2 and Goal 3.
- To provide all students with the opportunity for enriched math experiences such as the Snap Math Fair and national Math Contests.
- To use the Hands on Learning Resources purchased by the PAC.
- To meet with gr. 3, 4 and 5 teachers to plan, schedule, and integrate classes.
- To set up a math challenge centre in each class.

**Evidence: (Quantitative)**

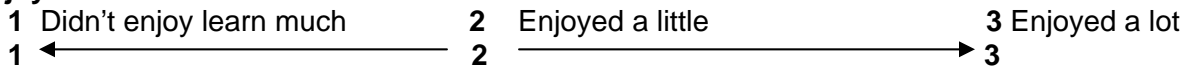
Students in Grades 3, 4 and 5 will be surveyed at the end of each school year. The survey expresses the range of measure.

Key:

**Understanding**



**Enjoyment**



Key Performance Measure:	Baseline June 2011		Target		Actual June 2012	
	Understanding	Enjoyment	Understanding	Enjoyment	Understanding	Enjoyment
<b>Grade 3</b>			2.5	2.5		
<b>Grade 4</b>			2.5	2.5		
<b>Grade 5</b>			2.5	2.5		

**Evidence:** *(Qualitative)*

**Qualitative Baseline:**

- As students leave the primary program at Grade 3 and enter the intermediate program at Grades 4 and 5 they 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 intermediate level is a multi-step process in which students have little experience. Hence, math becomes an increasingly difficult subject for many of the students. Each June we will provide students with a survey that will give us an indication of their level of math understanding and enjoyment based on the activities that have occurred throughout the year.

**Qualitative Target:**

- Targets may be adjusted once the initial math survey has been completed.

**Qualitative Actual:**

We will administer the math survey and report the results in June of each year to indicate any improvements in students' level of understanding and enjoyment of math after strategies have been implemented.

A selection of student comments will be recorded here.

**School Goal 3:**

**To increase students' respect for diversity and to focus on building healthy relationships within our school community.**

**Goal Rationale:**

The School Planning Council decided to focus on teaching respect for the diversity within our community and providing opportunities, school wide, that are designed to build healthy relationships amongst our students.

**Objective 3.1:**

To support the number of events that provide relationship building opportunities for Grade K-3 English and F.I. students.

**Strategies/Structures:**

- To provide school events that promotes interaction between Grade K-3 F.I. and English students (eg. Friendship Luncheons, Halloween dances in P. E., 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 F.I. and English classes together.
- To establish communication links between parents in the primary Grades.

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Number of Kindergarten organized school events provided for relationship building.	2010-11		2011-12
Number of Grade 1 organized school events provided for relationship building.	2010-11		2011-12
Number of Grade 2 organized school events provided for relationship building.	2010-11		2011-12
Number of Grade 3 organized school events provided for relationship building.	2010-11		2011-12

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- We have provided school events that promote relationship building such as planning primary Grade dances and the buddy lunches. We have observed that the students have made friends from both tracks and parents have made connections that facilitate play-dates and out of school experiences.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- We will focus on scheduling school events that promote relationship building at Grades K-3 (targets will be established once baselines have been identified).</li> </ul>
<p><b>Qualitative Actual:</b></p> <p>We will report out the number of relationship building events that take place between Grades K-3 F.I. and English students.</p>

**Objective 3.2:**

To provide opportunities to teach social skills that support healthy student relationships and respect for diversity.

**Strategies/Structures:**

- To provide school activities and programs that promote social skill development, healthy student relationships and an appreciation of diversity such as:
  - Stand By Me program (Teresa Triggiano)
  - Positive Behaviour Intervention Support, PBIS
  - Peer Mediation
  - Student Council

- Classroom Curriculum such as (Health and Career, Social Responsibility, Friends, CARE., Roots of Empathy, Focus on Bullying).

**Evidence:** (*Quantitative*)

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Number of activities and programs provided to teach social skills that support healthy student relationships and respect for diversity.	2010-11		2011-12

**Evidence:** (*Qualitative*)

<p><b>Qualitative Baseline:</b></p> <ul style="list-style-type: none"> <li>- We will report in June 2011 the number of activities and programs provided to teach social skills that support healthy student relationships and respect for diversity.</li> </ul>
<p><b>Qualitative Target:</b></p> <ul style="list-style-type: none"> <li>- We will focus on the number of activities and programs provided to teach social skills that support healthy student relationships and respect for diversity (a targets will be established once a baseline have been identified).</li> </ul>
<p><b>Qualitative Actual:</b></p> <p>We will report out the number of activities and programs provided to teach social skills that support healthy student relationships and respect for diversity in at the end of each school year.</p>

## Connections:

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

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.

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 F.I. school within the Handsworth Family of Schools. 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 2011-2012 are connected to the goals of the North Vancouver School District Achievement Contract 2008-2011.

Cleveland's Goal #1, *To improve the literacy level of primary students in reading proficiency* 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 literacy in the primary Grades was important to build a foundation that would yield long term success for students in future years. 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 students' mathematics achievement at Grades 3, 4 and 5* uses report card data to represent student progress and a School Planning Council generated survey to indicate student understanding and 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 students' respect for diversity and to focus on building healthy relationships within our school community.* is a goal that is specific to Cleveland; however, it is similar to the provision of a safe and caring learning environment in the School District School Achievement Plan. Both Cleveland and the School District focus on the development of positive atmospheres and safe environments as important aspects of a student's sense of security and belonging. This emotional security in turn has a large impact on a student's ability to learn and respect diversity. Opportunities for social interaction between students help in developing this appreciation.

**Consultation Process of Cleveland 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 School Plan will be posted on the school web site by October 31, 2011.

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

Date: May 2011

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Ian McWilliams	<i>Original Document signed by SPC Members</i>
Teacher	Deferred	
Parent	Karen Saunders	
Parent	Tracy Bosch	
Parent	Andrea Campbell	
Student <i>(Gr 10, 11, 12 schools only)</i>		

**Board Approval of School Plan:**

*Approved by:*

**Bryn Roberts, Assistant Superintendent**  
**June 13, 2011**