

North Vancouver School District

CLEVELAND School Plan 2007 – 2011

Plan Submission Deadline: April 30, 2007

FEATURES of Cleveland School

Address: 1255 Eldon Rd. North Vancouver, BC V7R 1T5
Phone: 604-903-3390
Principal: Ian McWilliams

Total number of students: 483 Male: 238 Female: 245

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	8	17	30	26	18	43	42	40
Fr. Imm.	38	41	38	41	34	25	25	17

Percentage of Aboriginal Students: .62%
Percentage of Special Education Students: 4.14%
Percentage of ESL Students: 7.66%

Number of Teachers and Administrators: 25.11 (total FTE)

SCHOOL GOALS

Improving Student Achievement

Based upon the priorities of the North Vancouver School District as identified in the District Performance Plan and the review of student achievement using Provincial, District and school classroom performance data, the goals (4 goals maximum) set out in this school's plan for 2007-2011 are:

- To improve reading and writing proficiency in students K-7;
- To improve proficiency in mathematics;
- To foster social responsibility within our school community;



2006-2007 School Annual Plan

Introduction

The decision by the B.C.T.F. that the teachers would not participate on the School Planning Council has resulted in the teachers at Cleveland deciding that they would not furnish data for inclusion in the 2006-2007 annual plan. Significant review of the report was required to seek alternative data sources. In reviewing the goals/objectives and data available, it has been determined that in some cases the data were not measuring against the stated objective, thus different data are being used this year, and are being suggested for consideration in future years. Where possible, report card information is used to reflect the evaluation by teachers of students over time, and over many situations. In addition, performance from term 1 to 3 has been used where possible to measure the impact of strategies to improve performance. For some objectives it wasn't possible to pull data from the report card for grades 4-7. In these cases the FSA scores have been used and are limited to grades 4 and 7 as those are the FSA examination grade years. Further, in reviewing the report it has been felt that some goals and/or objectives needed revision, and these changes were made to this edition of the report. The original sections, which were significantly edited, were removed from the body of the report and placed in the Appendices. There are notes to the reader to call their attention to the appropriate Appendix where each original report section is located. There is an expectation that all these changes to the report will be reviewed and discussed with the potential for further revisions once teachers are participating in this process.

School District Goal 1: To improve reading proficiency in students

School Plan Goal 1: To improve reading and writing proficiency in students K-7

Analysis/Rationale:

Cleveland's goal from the Accreditation Growth Plan 2000-2005: *"Students will develop literacy skills and other effective methods of self-expression and thinking creatively in a variety of ways"*.

Data sources used in conducting the analysis:

Kindergarten TOPA (January 2003), Reading 44 Classroom Reading for Information Assessment – Grades 2-7 (October, 2003, May 2004), FSA May 2003 - Reading - Grade 4, Assessment using the B.C.Performance Standards for Reading and Writing Grades 1-7, Compare first term report card grades to third term report card grades.

Objective: 1.1

To identify Kindergarten students at risk (below the 25th percentile on TOPA) and improve the performance of this group.

Strategies:

- Administer TOPA to all K's in January 2003 (and each successive January);
- Identify students who achieve below the 25th percentile;
- Provide this specific group with available support: LAC, classroom teacher help, home materials;
- Identified students to receive a follow-up TOPA test in June of the same year;
- Continue to focus on early intervention, using innovative strategies to meet specific needs: eg. Phonographix, Orton-Gillingham, Multi-sensory learning and Launch into Reading;



Key Performance Measures:

Baseline:

TOPA January 2003 - 95% of the Kindergarten students scored above the 25th percentile on the January 2003 Kindergarten TOPA test.

Target:

To increase to 100% the number of students who achieve above the 25th percentile by June of each year.

Actual:

Percent of the Kindergarten students that scored above the 25th percentile.

2003 January 95%, June 100%
2004 January 84%, June 95%
2005 January 86%, June 100%
2006 January 94%, June 98%
2007 January 89%, June ____
2008 January ____, June ____
2009 January ____, June ____
2010 January ____, June ____
2011 January ____, June ____

Objective: 1.2 (see Appendix “A” for original Objective 1.2)

Students in Grades K-3 will improve their reading proficiency from first term to third term. Students in Grades 4 and 7 will participate in the FSA in order to measure their reading performance.

Strategies:

- Continue to implement all components of Reading 44 Program;
- Classroom and LAC intervention for students who are not yet meeting expectations;
- Provide teachers with in-service on Classroom Reading for Information Assessment and related Reading 44 strategies (2003 and ongoing);
- Provide professional development related to our growth plan reading goal (Focus on Reading in-service workshops);
- Provide in-service to teachers with reference to the district wide five year, Focus on Instruction Plan (Instructional Institute) and implement strategies;
- Motivate students to read by providing book clubs, author visits, games, read-a-thon;
- Use parent volunteers to read with primary children;

Key Performance Measures (Grade K-3 Reading):

Baseline:

Grade K-3 assessment comparing the 2006/2007 report card first term grade to the third term grade in Reading (rounded to the nearest %).

Students are assessed in their language of instruction.



English Program

Kinder		Grade 1		Grade 2		Grade 3		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
NA%	__%	19%	__%	16%	__%	8%	__%	Not Yet Meeting Expectations
100%	__%	56%	__%	24%	__%	24%	__%	Approaching Expectations
0%	__%	25%	__%	52%	__%	68%	__%	Meeting Expectations
0%	__%	0%	__%	8%	__%	0%	__%	Exceeding expectations

French Program

Kinder		Grade 1		Grade 2		Grade 3		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
NA%	__%	0%	__%	8%	__%	8%	__%	Not Yet Meeting Expectations
15%	__%	27%	__%	20%	__%	18%	__%	Approaching Expectations
65%	__%	63%	__%	70%	__%	63%	__%	Meeting Expectations
20%	__%	10%	__%	3%	__%	13%	__%	Exceeding expectations

Target:

By June 2011 and on an annual, first term to third term comparison, reduce the percentage of students not yet meeting expectations or approaching expectations and increase the percentage of students meeting expectations and exceeding expectations.

Actual:

Grades K-3 assessment comparing first term and third term report card grades in Reading (rounded to the nearest %).

Kindergarten (English Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 1 (English Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 2 (English Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 3 (English Program)

07/08	08/09	09/10	10/11
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1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Kindergarten (French Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 1 (French Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 2 (French Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 3 (French Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Key Performance Measures (Grade 4 and 7 Reading; see Technical Note 1.2):

Baseline:

Grade 4 and 7 assessment using May 2007 Foundation Skills Assessment in Reading.

Grade 4

__% Meeting or Exceeding Expectations

Grade 7

__% Meeting or Exceeding Expectations

Target:

By June 2011 increase the percentage of students meeting expectations and exceeding expectations.



Actual

Grades 4 and 7 assessment using May Foundations Skills Assessment for Reading each year.

	June					
	06/07	07/08	08/09	09/10	10/11	
Grade 4	___%	___	___	___	___	Meeting or Exceeding Expectations
Grade 7	___%	___	___	___	___	Meeting or Exceeding Expectations

Objective: 1.3

To identify Grade 4 students not yet meeting expectations in Reading on FSA and improve performance by the end of the Grade 7 year.

See Technical note 1.3

Strategies:

- Provide identified Grade 4 students with all available resources for intervention as they move through the grades;
- Continue to implement all components of Reading 44 Program;
- Classroom and LAC intervention for students who are not yet meeting expectations;
- Provide teachers with in-service on Classroom Reading for Information Assessment and related Reading 44 strategies (2003 and ongoing);
- Provide professional development related to our growth plan reading goal (Focus on Reading in-service workshops);
- Provide in-service to teachers with reference to the district wide five year, Focus on Instruction Plan (Instructional Institute) and implement strategies;
- Motivate students to read by providing book clubs, author visits, games, read-a-thon;

Key Performance Measures:

Baseline:

Grade 4, May 2000 FSA results – 7% of students – were not yet meeting expectations

Target:

Reduce the percentage of students not meeting expectations to 0% by the end of Grade 7.

Actual:

Grade 4 students, not yet meeting expectations on FSA tests have been identified and are receiving learning support as they move through the grades as cohort groups to the end of Grade 7.

FSA, Reading

Grade 4 99/00	7%	Grade 7 02/03	14%
Grade 4 00/01	18%	Grade 7 03/04	11%
Grade 4 01/02	10%	Grade 7 04/05	9%
Grade 4 02/03	12%	Grade 7 05/06	4%
Grade 4 03/04	8%	Grade 7 06/07	___
Grade 4 04/05	12%	Grade 7 07/08	___
Grade 4 05/06	6%	Grade 7 08/09	___
Grade 4 06/07	___	Grade 7 09/10	___



Grade 4 07/08 ___ Grade 7 10/11 ___
 Grade 4 08/09 ___ Grade 7 11/12 ___
 Grade 4 09/10 ___ Grade 7 12/13 ___
 Grade 4 10/11 ___ Grade 7 13/14 ___

Information on Grade 7 students not meeting expectations will be passed on to the receiving secondary school.

Objective: 1.4 (see Appendix “B” for original Objective 1.4)

Students in Grades K-3 will improve their writing proficiency from first term to third term. Students in Grades 4 and 7 will participate in the FSA in order to measure their writing performance.

Strategies:

- Use of BC performance standards to assess student writing and to identify areas requiring increased or targeted instruction;
- Use of technology to support the development of writing skills including: Kidspiration, Inspiration, Hyperstudio, Co-writer;
- Provide in-service to teachers with reference to the district wide five year, Focus on Instruction Plan (Instructional Institute) and implement strategies;
- Introduce Writing 44 to staff and provide in-service;
- School-wide special events focusing on writing;

Key Performance Measures (Grade K-3 Writing):

Baseline:

Grade K-3 assessment comparing the 2006/2007 report card first term grade to the third term grade in Writing (rounded to the nearest %).

Students are assessed in their language of instruction.

English Program

Kinder		Grade 1		Grade 2		Grade 3		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
NA%	___%	0%	___%	16%	___%	16%	___%	Not Yet Meeting Expectations
100%	___%	75%	___%	36%	___%	16%	___%	Approaching Expectations
0%	___%	25%	___%	48%	___%	68%	___%	Meeting Expectations
0%	___%	0%	___%	0%	___%	0%	___%	Exceeding expectations

French Program

Kinder		Grade 1		Grade 2		Grade 3		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
NA%	___%	0%	___%	8%	___%	5%	___%	Not Yet Meeting Expectations
20%	___%	20%	___%	10%	___%	23%	___%	Approaching Expectations
73%	___%	80%	___%	83%	___%	73%	___%	Meeting Expectations
8%	___%	0%	___%	0%	___%	0%	___%	Exceeding expectations



Target:

By June 2011 and on an annual, first term to third term comparison, reduce the percentage of students not yet meeting expectations or approaching expectations and increase the percentage of students meeting expectations and exceeding expectations.

Actual:

Grades K-3 assessment comparing first term and third term report card grades in Writing (rounded to the nearest %).

Kindergarten (English Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 1 (English Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 2 (English Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 3 (English Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Kindergarten (French Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 1 (French Program)



07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 2 (French Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 3 (French Program)

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Key Performance Measures (Grade 4 and 7 Writing; see Technical Note 1.4):

Baseline:

Grade 4 and 7 assessment using May 2007 Foundation Skills Assessment in Writing.

Grade 4

__% Meeting or Exceeding Expectations

Grade 7

__% Meeting or Exceeding Expectations

Target:

By June 2011 increase the percentage of students meeting expectations and exceeding expectations.

Actual

Grades 4 and 7 assessment using May Foundations Skills Assessment for Writing each year.

	June					
	06/07	07/08	08/09	09/10	10/11	
Grade 4	__%	__	__	__	__	Meeting or Exceeding Expectations
Grade 7	__%	__	__	__	__	Meeting or Exceeding Expectations



School District Goal 2: To improve success rates in Mathematics

School Plan Goal 2: To improve proficiency in Mathematics

Analysis/Rationale:

The ability to think critically in order to solve problems in various contexts and subject areas in math has been identified as a focus for our school growth plan. Cleveland's Goal 2 from the Accreditation Growth Plan 2002-2005: "Students will develop skills in critical thinking, decision making and accessing information including the ability to analyze, reason, and think independently when problem solving".

Data sources used in conducting the analysis:

Assessment using B.C. Performance Standards Quick Scale: "Concepts and Applications"

Grade 4 FSA tests: May 2003

Grade 6 Math Assessments – May 2003

Compare first term report card grades to third term report card grades.

Objective: 2.1 (see Appendix "C" for original Objective 2.1)

Students in Grades K-7 will increase their understanding of Mathematics from first term to third term.

Strategies:

- All classes will do problem-solving activities as part of the Math curriculum;
- Increase awareness of mathematical language and ability to communicate using mathematical terms;
- Provide problem solving activities relevant to students' daily lives and interests;
- Provide opportunities for students to develop their math skills through extra-curricular activities including games, and enrichment programs (e.g. National Math Contests);
- Use appropriate computer software to teach graphing, geometry, statistics and probability;
- Staff who have attended professional development activities to share information at staff meetings;
- Provide in-service to teachers with reference to the district wide five year, Focus on Instruction Plan (Instructional Institute) and implement strategies;
- Continue to implement and provide in-service in Math 44 on a school-wide basis;
- Seek help of parents to provide extra-curricular activities (math related games, coaching for math contests);

Key Performance Measures (Grade K-7 Mathematics):

Baseline:

Each grade level will use report card grades to compare first term grades to third term grades every year to measure the impact of the strategies employed to support student learning in mathematics (rounded to the nearest %).

Students are assessed in their language of instruction.

2006-2007

Kinder		Grade 1		Grade 2		Grade 3		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
NA%	__%	2%	__%	3%	__%	5%	__%	Not Yet Meeting Expectations
21%	__%	37%	__%	15%	__%	11%	__%	Approaching Expectations



70% ___% 51% ___% 75% ___% 77% ___% Meeting Expectations
 9% ___% 10% ___% 6% ___% 8% ___% Exceeding expectations

Grade 4		Grade 5		Grade 6		Grade 7	
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd
36%	___%	36%	___%	16%	___%	25%	___%
42%	___%	34%	___%	45%	___%	27%	___%
14%	___%	18%	___%	28%	___%	32%	___%
6%	___%	10%	___%	9%	___%	13%	___%
2%	___%	1%	___%	1%	___%	4%	___%
0%	___%	0%	___%	0%	___%	0%	___%

Target:

By June 2011 and on an annual, first term to third term comparison, reduce the percentage of Grade K-3 students not yet meeting expectations or approaching expectations and increase the percentage of students meeting expectations and exceeding expectations.

By June 2011 and on an annual, first term to third term comparison, reduce the percentage of Grade 4-7 students receiving F, C- and C letter grades and increase the percentage of students receiving C+, B and A letter grades.

Actual:

Grades K-7 assessment comparing first term and third term report card grades in Mathematics (rounded to the nearest %).

Kindergarten

07/08		08/09		09/10		10/11	
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%

Grade 1

07/08		08/09		09/10		10/11	
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%

Grade 2

07/08		08/09		09/10		10/11	
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%
___%	___%	___%	___%	___%	___%	___%	___%

Grade 3

07/08	08/09	09/10	10/11
___%	___%	___%	___%



1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	Not Yet Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Approaching Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Meeting Expectations
__%	__%	__%	__%	__%	__%	__%	__%	Exceeding expectations

Grade 4

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	A
__%	__%	__%	__%	__%	__%	__%	__%	B
__%	__%	__%	__%	__%	__%	__%	__%	C+
__%	__%	__%	__%	__%	__%	__%	__%	C
__%	__%	__%	__%	__%	__%	__%	__%	C-
__%	__%	__%	__%	__%	__%	__%	__%	F

Grade 5

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	A
__%	__%	__%	__%	__%	__%	__%	__%	B
__%	__%	__%	__%	__%	__%	__%	__%	C+
__%	__%	__%	__%	__%	__%	__%	__%	C
__%	__%	__%	__%	__%	__%	__%	__%	C-
__%	__%	__%	__%	__%	__%	__%	__%	F

Grade 6

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	A
__%	__%	__%	__%	__%	__%	__%	__%	B
__%	__%	__%	__%	__%	__%	__%	__%	C+
__%	__%	__%	__%	__%	__%	__%	__%	C
__%	__%	__%	__%	__%	__%	__%	__%	C-
__%	__%	__%	__%	__%	__%	__%	__%	F

Grade 7

07/08		08/09		09/10		10/11		
1 st	3 rd	1 st	3 rd	1 st	3 rd	1 st	3 rd	
__%	__%	__%	__%	__%	__%	__%	__%	A
__%	__%	__%	__%	__%	__%	__%	__%	B
__%	__%	__%	__%	__%	__%	__%	__%	C+
__%	__%	__%	__%	__%	__%	__%	__%	C
__%	__%	__%	__%	__%	__%	__%	__%	C-
__%	__%	__%	__%	__%	__%	__%	__%	F

Objective: 2.2

Students not yet meeting expectations in Mathematics will improve their performance in subsequent years.

Strategies:



- Implement a process to identify Grade 4 students not yet meeting expectations in math on FSA's and through a report card review and provide intervention strategies (LAC, classroom support) in the grade 5 and subsequent years;
- Implement a process to identify Grade 6 students not yet meeting expectations on District-wide Math assessments and a report card review and provide intervention strategies (LAC, classroom support) in the grade 7 year;

Key Performance Measures:

Baseline:

Grade 4 FSA, Mathematics – May 2000 – 8% not yet meeting expectations.

Target:

Reduce the percentage of students not meeting expectations by the end of their Grade 7 year.

Actual:

Grade 4 students, not yet meeting expectations on FSA tests have been identified and are receiving learning support as they move through the grades to the end of Grade 7.

FSA, Mathematics

Grade 4 99/00	8%	Grade 7 02/03	13%
Grade 4 00/01	10%	Grade 7 03/04	8%
Grade 4 01/02	12%	Grade 7 04/05	11%
Grade 4 02/03	3%	Grade 7 05/06	1%
Grade 4 03/04	0%	Grade 7 06/07	___
Grade 4 04/05	7%	Grade 7 07/08	___
Grade 4 05/06	8%	Grade 7 08/09	___
Grade 4 06/07	___	Grade 7 09/10	___
Grade 4 07/08	___	Grade 7 10/11	___
Grade 4 08/09	___	Grade 7 11/12	___
Grade 4 09/10	___	Grade 7 12/13	___
Grade 4 10/11	___	Grade 7 13/14	___

School District Goal 3: To improve the achievement of aboriginal students

Aboriginal Note:

According to district policy Cleveland has too few students of Aboriginal status (three students) to have a formal goal; we are committed to raising student awareness and appreciation of Aboriginal history and culture. Our Aboriginal focus will be supported through activities such as the use of literature resources for library and classroom use, performing artist presentations and art projects. Aboriginal education is also supported through the Social Studies curriculum at the Grades 4 and 5 level.

School District Goal 4: To provide safe & caring school learning environments



School Plan Goal 3: To foster social responsibility within our school community

In addition to the quantitative data used in Goal 3, the School Planning Council notes that Cleveland students are provided with the following programs and activities to help nurture a sense of social responsibility that further supports Objectives 3.1, 3.2 and 3.3:

- Student Council (fund-raising efforts, recycling, Nutrition Week, sponsorship of foster child, school wide activities such as the Talent Show and Activity Day);
- Earth Day Assembly;
- Help support a school, Maha Vishnu, in Sri Lanka;
- Buddy Reading Program;
- Peer Mediation Program;
- Roots of Empathy;
- Lunch Monitors Program;
- Library Monitors, Art Monitors, A-V Equipment Monitors (and other Grade 7 service programs);
- Traffic Safety Patrollers Program;
- Environmental Committee to promote respect for the environment and non-tolerance of littering;
- Care Committee, Fundraising (fund-raising efforts for the Harvest Project, etc.);
- Terry Fox Run (annual fund-raiser);
- Multicultural Evening;
- Students Gone Wild;

Analysis/Rationale:

Annually, the school district's Safe and Caring Schools committee provides a direction on one of eight aspects of Safe and Caring Schools. These aspects include the topics of positive school climate, code of conduct, violence prevention curriculum, crisis management, community support, intervention strategies, student empowerment, and site security. Cleveland School addresses the annual district focus topic and as a school goal we strive to provide a friendly, caring and inclusive environment for our students, staff, parents and the community at large.

Data sources used in conducting the analysis:

B.C. Performance Standards – Quick Scale
Ministry of Education Satisfaction Surveys
Safe and Caring Schools Annual Audit
Safe School Social Responsibility Survey for Elementary Students

Objective: 3.1 (see Appendix “D” for original Objective 3.1)

Students will feel a sense of belonging within the school community.

Strategies:

- Provide school events, programs and out-reach activities that build an awareness and appreciation of a variety of cultures;
- Provide support for inclusive games to be played at recess and lunch hour;
- Provide and support inclusive activities for students such as Buddy Reading;
- Provide and communicate opportunities for parents to be involved in the school;
- Provide opportunities for students to participate in activities that address local or global issues and that support the development of social responsibility;



- Provide opportunities for teacher in-service on Tribes and Instructional Intelligence initiatives;
- Review the Code of Conduct with students during assemblies;

Key Performance Measures:

Baseline:

School District biannual survey, Safe School Social Responsibility Survey for Elementary Students, for all Grade 4, 5, 6 and 7 students (2005-2006).

	Never	Hardly ever	Some of the time	Most of the time	Always
I feel like I belong at my school.	6%	4%	15%	37%	38%
Other students at my school accept me as I am.	1%	2%	12%	36%	49%
Students at my school really care about each other.	1%	10%	34%	42%	13%

Target:

To increase the percentage distribution toward the **Always** end of the scale for each survey question.

Actual:

Safe School Social Responsibility Survey for Elementary Students, (biannual survey, first administered 2005-2006 to all Grade 4, 5, 6, and 7 students in the school district).

2007-2008

	Never	Hardly ever	Some of the time	Most of the time	Always
I feel like I belong at my school.	__%	__%	__%	__%	__%
Other students at my school accept me as I am.	__%	__%	__%	__%	__%
Students at my school really care about each other.	__%	__%	__%	__%	__%

2009-2010

	Never	Hardly ever	Some of the time	Most of the time	Always
I feel like I belong at my school.	__%	__%	__%	__%	__%
Other students at my school accept me as I am.	__%	__%	__%	__%	__%
Students at my school really care about each other.	__%	__%	__%	__%	__%



2011-2012

	Never	Hardly ever	Some of the time	Most of the time	Always
I feel like I belong at my school.	___%	___%	___%	___%	___%
Other students at my school accept me as I am.	___%	___%	___%	___%	___%
Students at my school really care about each other.	___%	___%	___%	___%	___%

Objective: 3.2

To promote the acquisition of pro-social skills and personal safety among students at Cleveland through continual implementation of classroom programs and school-wide initiatives aimed at reducing or eliminating verbal, physical, anti-social and abusive behaviour.

See Technical Note 3.2

Strategies:

- Use violence prevention programs across all grades to teach pro-social skills such as empathy, problem solving, anger management and assertiveness. These programs should include, but are not limited to:
 1. Let's Talk About Touching (kindergarten);
 2. C.A.R.E. (primary grades);
 3. Feeling Yes/Feeling No (Grades 4-5 Child Abuse Prevention);
 4. *Second Step (violence prevention K-7);
 5. *Focus on Bullying (K-7);
 6. Friends (Grade 4-5 program);
 7. Roots of Empathy;
 8. Peer Mediation;
 9. Word Love World Love;
 10. District 44 Internet Resources;
 11. Provide the opportunity for teachers to be in-serviced in the instructional; intelligence strategies, such as Tribes;
 12. Live Performances (as available);
 13. Videos;
 14. School R.C.M.P. liaison officer visits and other community resources;
- *Used in alternating years.
- Review Cleveland's Code of Conduct on a regular basis, for example, assemblies, class meetings, newsletter, agenda;
- Posters with the Code of Conduct in every classroom, as well as, posters promoting pro-social skills in every classroom;
- Counsellor intervention and support for students and classroom teachers;
- To promote consistent awareness of violence prevention programs at the classroom and school level;

Key Performance Measures:

Baseline #1:



- Ministry of Education Satisfaction Survey (2001/02).

At school are you bullied, teased, or picked on? (All of the Time & Many Times)

Grade 4 01/02 12% Grade 7 01/02 9%

Target:

To reduce the percentage of students who are bullied teased or picked on all of the time and many times to 0.

Actual:

- Ministry of Education Satisfaction Survey;
- Annual School Audit (2005) – Violence Prevention data;

At school are you bullied, teased, or picked on? (All of the Time & Many Times)

- ***First Grade 4 Group that has progressed to Grade 7*** (indicated by bold and italic letters)

	School District			School District	
<i>Grade 4 01/02</i>	12%	13%	Grade 7 01/02	9%	12%
Grade 4 02/03	23%	12%	Grade 7 02/03	15%	10%
Grade 4 03/04	13%	12%	Grade 7 03/04	14%	8%
Grade 4 04/05	11%	12%	<i>Grade 7 04/05</i>	2%	9%
Grade 4 05/06	7%	10%	Grade 7 05/06	9%	10%
Grade 4 06/07	—	—	Grade 7 06/07	—	—
Grade 4 07/08	—	—	Grade 7 07/08	—	—
Grade 4 08/09	—	—	Grade 7 08/09	—	—
Grade 4 09/10	—	—	Grade 7 09/10	—	—
Grade 4 10/11	—	—	Grade 7 10/11	—	—

Baseline #2:

- School District biannual survey, Safe School Social Responsibility Survey for Elementary Students, for all Grade 4, 5, 6 and 7 students (2005-2006).

How often have you been bullied by other students in the following ways?

	Never	Once or a few times	About once a month	About once a week	Many times a Week
a. Physical bullying (hitting, shoving, kicking)	53%	35%	5%	5%	3%
b. Verbal bullying (name calling, teasing, threats, putdowns)	31%	43%	12%	6%	8%
c. Social bullying (exclusion, rumours, gossip, humiliation)	43%	39%	9%	6%	3%
d. Cyberbullying (using computer or text messages to exclude, threaten or humiliate)	88%	7%	3%	1%	1%

How often have you taken part in bullying others in the following ways?

	Never	Once or a few times	About once a month	About once a week	Many times a Week
a. Physical bullying	77%	20%	1%	1%	1%



(hitting, shoving, kicking)					
b. Verbal bullying (name calling, teasing, threats, putdowns)	58%	35%	3%	3%	1%
c. Social bullying (exclusion, rumours, gossip, humiliation)	70%	22%	6%	1%	1%
d. Cyberbullying (using computer or text messages to exclude, threaten or humiliate)	89%	9%	1%	0%	1%

Target:

- To increase the percentage distribution toward the **Never** end of the scale of students who have been bullied by other students.
- To increase the percentage distribution toward the **Never** end of the scale of students who have taken part in bullying others.

Actual:

- Safe School Social Responsibility Survey for Elementary Students, (biannual survey, first administered 2005-2006 to all Grade 4, 5, 6, and 7 students in the school district).

2007-2008

How often have you been bullied by other students in the following ways?

	Never	Once or a few times	About once a month	About once a week	Many times a Week
a. Physical bullying (hitting, shoving, kicking)	___%	___%	___%	___%	___%
b. Verbal bullying (name calling, teasing, threats, putdowns)	___%	___%	___%	___%	___%
c. Social bullying (exclusion, rumours, gossip, humiliation)	___%	___%	___%	___%	___%
d. Cyberbullying (using computer or text messages to exclude, threaten or humiliate)	___%	___%	___%	___%	___%

How often have you taken part in bullying others in the following ways?

	Never	Once or a few times	About once a month	About once a week	Many times a Week
a. Physical bullying (hitting, shoving, kicking)	___%	___%	___%	___%	___%
b. Verbal bullying (name calling, teasing, threats, putdowns)	___%	___%	___%	___%	___%
c. Social bullying (exclusion, rumours, gossip, humiliation)	___%	___%	___%	___%	___%
d. Cyberbullying (using computer or text messages to exclude, threaten or humiliate)	___%	___%	___%	___%	___%

2009-2010

How often have you been bullied by other students in the following ways?

	Never	Once or a few	About once a	About once a	Many times a
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		times	month	week	Week
a. Physical bullying (hitting, shoving, kicking)	___%	___%	___%	___%	___%
b. Verbal bullying (name calling, teasing, threats, putdowns)	___%	___%	___%	___%	___%
c. Social bullying (exclusion, rumours, gossip, humiliation)	___%	___%	___%	___%	___%
d. Cyberbullying (using computer or text messages to exclude, threaten or humiliate)	___%	___%	___%	___%	___%

How often have you taken part in bullying others in the following ways?

	Never	Once or a few times	About once a month	About once a week	Many times a Week
a. Physical bullying (hitting, shoving, kicking)	___%	___%	___%	___%	___%
b. Verbal bullying (name calling, teasing, threats, putdowns)	___%	___%	___%	___%	___%
c. Social bullying (exclusion, rumours, gossip, humiliation)	___%	___%	___%	___%	___%
d. Cyberbullying (using computer or text messages to exclude, threaten or humiliate)	___%	___%	___%	___%	___%

2011-2012

How often have you been bullied by other students in the following ways?

	Never	Once or a few times	About once a month	About once a week	Many times a Week
a. Physical bullying (hitting, shoving, kicking)	___%	___%	___%	___%	___%
b. Verbal bullying (name calling, teasing, threats, putdowns)	___%	___%	___%	___%	___%
c. Social bullying (exclusion, rumours, gossip, humiliation)	___%	___%	___%	___%	___%
d. Cyberbullying (using computer or text messages to exclude, threaten or humiliate)	___%	___%	___%	___%	___%

How often have you taken part in bullying others in the following ways?

	Never	Once or a few times	About once a month	About once a week	Many times a Week
a. Physical bullying (hitting, shoving, kicking)	___%	___%	___%	___%	___%
b. Verbal bullying (name calling, teasing, threats, putdowns)	___%	___%	___%	___%	___%
c. Social bullying (exclusion, rumours, gossip, humiliation)	___%	___%	___%	___%	___%
d. Cyberbullying (using computer or text messages to exclude, threaten or humiliate)	___%	___%	___%	___%	___%



Objective: 3.3

Student will develop a sense of empowerment and voice within the school community.

Strategies:

- Student Council (fund-raising efforts, recycling, Nutrition Week, sponsorship of foster child, school wide activities such as the Talent Show and Activity Day);
- Earth Day Activities;
- Help support a school, Maha Vishnu, in Sri Lanka;
- Buddy Reading Program;
- Peer Mediation Program;
- Lunch Monitors Program;
- Library Monitors, Art Monitors, A-V Equipment Monitors (and other Grade 7 service programs);
- Traffic Safety Patrollers Program;
- Environmental Committee to promote respect for the environment and non-tolerance of littering;
- Word Love, World Love;
- Care Committee, Fundraising (fund-raising efforts for the Harvest Project, etc.);
- Students Gone Wild;

Key Performance Measures:

Baseline:

Represent student empowerment data from the Safe and Caring School's annual audit (2006-2007) as measured by students, parents and teachers (rounded to the nearest percent).

2006-2007

- 0% Not Yet Within Expectations
- 4% Approaching Expectations
- 23% Fully Meets Expectations
- 73% Exceeds Expectations

Target:

Increase the percentage of Exceeds Expectations and Fully Meets Expectations and decrease the percentage of Approaching Expectations and Not Yet Within Expectations on the Safe and Caring School's annual audit for the topic of student empowerment.

Actual:

Annual Safe and Caring School's audit for student empowerment (rounded to the nearest percent).

06/07	07/08	08/09	09/10	10/1	
0%	___	___	___	___	Not Yet Within Expectations
4%	___	___	___	___	Approaching Expectations
23%	___	___	___	___	Fully Meets Expectations
73%	___	___	___	___	Exceeds Expectations



Objective: 3.4

To produce and implement a Crisis Management Plan for the school.

Strategies:

- Use school district resources to produce a Cleveland Crisis Management plan;
- Implement three earthquake drills each year;
- Create emergency exit and assembly area maps for each room;
- Undertake a total student release once every two years;
- Implement six fire drills each year;
- Post bomb threat procedure sheets at each telephone that receives incoming calls;
- Create Crisis Management Committee composed of staff and parents;
- Certify all Grade 6 students in First Aid (St. John’s Ambulance);
- Traffic Safety Patrollers;
- Provide a workshop for noon-hour monitors early in the year;
- Address student needs for reassurances after a crisis (use of district counselling resources, school assemblies, class meetings);

Key Performance Measures:

Baseline:

Implement the Crisis Management Plan and communicate its contents to the school community 2005/06 that includes:

- 3 Earthquake Drills per year.
- 6 Fire Drills per year.

Target:

Principal and staff will review the Crisis Management Plan on an annual basis and maintain the following drills each year.

- 3 Earthquake Drills per year.
- 6 Fire Drills per year.

Actual:

	06/07	07/08	08/09	09/10	10/11
Earthquake Drills	—	—	—	—	—
Fire Drills	—	—	—	—	—

Structure

Activities that align school resources, time, personnel and organization planning to support the goals, objectives and implementation of strategies:



- Cleveland Parent Advisory Council funding decisions are based on school goals;
- School-based professional development is focused on supporting the school goal;
- Each member of staff sits on one of the three goal committees that monitor the progress towards the attainment of the goal;
- Goal committee reports are a regular item on staff meeting agendas;
- An Information bulletin providing an update on the work of the School Planning Council is sent to parents after Spring Break;
- A school Planning Council Orientation meeting was held at Handsworth Secondary School on January 31, 2007. This orientation included the SPC's from the Handsworth Family of Schools;
- School Planning Council meetings were held from 1:00-3:00 on February 21, March 7, 28, April 4, 11 and 25;



Progress Analysis

Objective 1.1

- In January of each year the TOPA is administered to all Kindergarten students; Students who score below the 25th percentile are identified to receive additional support. These students are re-tested in June of the same year;
- Focus on early intervention: the Learning Support Worker is providing support to students who have been identified as needing help in the primary classes;
- We are progressing toward meeting this objective;

New Objective 1.2, See Appendix “A” for original Objective 1.2

- The school continues to implement all components of the Reading 44 Program. All teachers are using Reading 44;
- Posters, bookmarks, Reading 44 guides, blackline masters were provided to all teachers who requested them;
- In-service was provided to teachers on administering the Reading for Information assessment (Reading 44);
- Read-a Thon Primary;
- All teachers will receive in-service, Focus on Instruction (Instructional institute);
- Author visits are organized by our teacher-librarian each year;
- Most primary classes have parent volunteers or buddy reading partners who read with students;
- Report card assessment used to compare first term grades to third term grades for grades K-3;
- We are progressing toward meeting this objective;

Objective 1.3

- Students who do not meet expectations on Grade 4 FSA tests are identified and receive additional support;
- We are progressing toward meeting this objective;

New Objective 1.4, See Appendix “B” for original Objective 1.4

- Students identified as “not meeting expectations”, receive support through the LAC;
- Report card assessment used to compare first term grades to third term grades for grades K-3;
- We are progressing toward meeting this objective;

New Objective 2.1, See Appendix “C” for original Objective 2.1

- In-service for teachers on teaching Math 44;
- Report card assessment used to compare first term grades to third term grades for Grades K-7;
- All teachers will receive in-service, Focus on Instruction (Instructional institute);
- We are progressing toward meeting this objective;

Objective 2.2

- Grade 4 students not yet meeting expectations on FSA tests have been identified and are receiving learning support;
- We are progressing toward meeting this objective;

New Objective 3.1, See Appendix “D” for original Objective 3.1

- Teachers are using the violence prevention programs with their classes;
- Ministry of Education annual Satisfaction Survey results for Grade 4 and 7 students are used and cohort groups will be able to be compared;



- Code of Conduct has been reviewed annually at September and January assemblies and October newsletter. Poster with code is displayed in each classroom;
- Protocol for dealing with bullying - pamphlet prepared and distributed to families after Spring Break. Counsellor to provide annual in-service on the topic of Bullying;
- We are progressing toward meeting this objective and maintaining at a high level of satisfaction;

Objective 3.2

- Multicultural evening held in October 2003, February 2005, 2006 and 2007;
- Ministry of Education Satisfaction Survey used annually;
- Violence prevention programs used in each classroom;
- We are progressing toward meeting this objective;

Objective 3.3 (New Objective)

- New objective on student empowerment using data from the Safe and Caring School's annual audit;
- Many student empowerment activities and opportunities are provided in the school;
- We are progressing toward meeting this objective;

Objective 3.4.

- Crisis Management Committee formed;
- Crisis Management Plan has been created (implement in 2005/06);
- We are progressing toward meeting this objective;



Technical Notes

Objective 1.2

It is not possible in grades 4-7 to disaggregate Reading from the other language arts component (i.e. Writing), which is included in the Language Arts letter grade on the report card. A discussion with teachers will take place at an appropriate time in the future to determine whether the Language Arts category on the report card could/should be split into two categories of Reading and Writing. The first term letter grade could be compared to the third term letter grade. This would allow for a more meaningful measure of Reading for each student to be provided in the School Plan. This would reflect the teachers' assessment of each student over the entire year, rather than a one time F.S.A. test assessment. FSA scores are only available for grades 4 and 7.

Objective 1.3

To talk about a "cohort" might lead one to conclude that the students that are being compared are the exact same students. During the time span that students are being compared (Grade 4 to Grade 7) there are many students that transfer into the school and many students that transfer out of the school. These student changes yield a dynamic population. To give meaning to a "Cohort" the data would have to be sorted so that the exact same students are being compared as they progress from Grade 4 to Grade 7. Serious doubt was expressed as to the feasibility of sorting the data in such an exact way, given the change in student population and limited staff resources available at the school to undertake such a task. It was agreed that:

- (a) this Technical Note should be added to explain the "Cohort" problem, and
- (b) the term "Cohort" and "Cohort Group" should be removed wherever they appear in this Annual School Plan.

Objective 1.4

It is not possible in grades 4-7 to disaggregate Writing from the other language arts component (i.e. Reading), which is included in the Language Arts letter grade on the report card. A discussion with teachers will take place at an appropriate time in the future to determine whether the Language Arts category on the report card could/should be split into two categories of reading and writing. The first term letter grade could be compared to the third term letter grade. This would allow for a more meaningful measure of Writing for each student to be provided in the School Plan. This would reflect the teachers' assessment of each student over the entire year, rather than a one time F.S.A. test assessment.

Objective 3.2

It should be noted that in this objective we were focusing specifically on bullying. The survey question from the ministry Satisfaction Survey, ("At school are you bullied, teased or picked on?") which we used for our data for this objective, includes information on being teased or picked on.



Appendix “A”: Original Objective 1.2 utilized from 2003 to 2006.

The decision by the B.C.T.F. that teachers would not participate on the School Planning Council has resulted in the teachers at Cleveland deciding that they would not furnish data for inclusion in the 2006-2007 annual plan. This decision has caused the S.P.C. to include other relevant and accessible data; where possible we have used report card data. For Objective 1.2 the S.P.C. will compare the 2007/2008 report card first term grade in Reading to the third term grade for Grades K-3. The May 2007 Foundations Skills Assessment data will be used for Grades 4 and 7 in the subject of Reading and Writing.

The original objective and data have been removed from the body of this annual plan and retained in Appendix “A”.

Objective: 1.2

To improve the reading proficiency of all students in Grades 1-7

Strategies:

- Continue to implement all components of Reading 44 Program;
- Classroom and LAC intervention for students who are not yet meeting expectations;
- Provide teachers with in-service on Classroom Reading for Information Assessment and related Reading 44 strategies (2003 and ongoing);
- Provide professional development related to our growth plan reading goal (Focus on Reading in-service workshops);
- Provide in-service to teachers with reference to the district wide five year, Focus on Instruction plan (Instructional Institute) and implement strategies;
- Motivate students to read by providing book clubs, author visits, games, read-a-thon;
- Use parent volunteers to read with primary children;

Key Performance Measures:

Baseline:

Grade 1 - assessment using BC Performance Standards Quick Scale, administered in October 2003.

Grades 2-7 - Classroom Reading for Information Assessment (Reading 44), administered in October 2003.

Students are assessed in their language of instruction.

9% Not Yet Within Expectations
47% Meeting Expectations (Minimal Level)
40% Fully Meeting Expectations
4% Exceeding Expectations

Target:

By Spring 2009 - reduce the percentage of students not yet within expectations or meeting expectations (minimal level) and increase the percentage of students fully meeting expectations and exceeding expectations.

Actual:

Grades 1-7 reassessed in the spring of each year

Spring

03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	
11%	7%	8%	___	___	___	___	___	Not Yet Within Expectations
15%	28%	25%	___	___	___	___	___	Meeting Expectations (Min.Level)
57%	49%	46%	___	___	___	___	___	Fully Meeting Expectations



17% 16% 22% ____ ____ ____ ____ ____ Exceeding Expectations

Appendix “B”: original Objective 1.4 utilized from 2003 to 2006.

The decision by the B.C.T.F. that teachers would not participate on the School Planning Council has resulted in the teachers at Cleveland deciding that they would not furnish data for inclusion in the 2006-2007 annual plan. This decision has caused the S.P.C. to include other relevant and accessible data sources. For Objective 1.4 the S.P.C. will compare the 2007/2008 report card first term grade in Writing to the third term grade for Grades K-3. The May 2007 Foundations Skills Assessment data will be used for Grades 4 and 7 in the subject of Writing. The original objective and data has been removed from the body of this annual plan and retained in Appendix “B”.

Objective: 1.4

To improve the writing skills of students in Grades 1-7

Strategies:

- Use of BC performance standards to assess student writing and to identify areas requiring increased or targeted instruction;
- Use of technology to support the development of writing skills including: Kidspiration, Inspiration, Hyperstudio, Co-writer;
- Provide in-service to teachers with reference to the district wide five year, Focus on Instruction plan (Instructional Institute) and implement strategies;
- Introduce Writing 44 to staff and provide in-service;
- School-wide special events focussing on writing;

Key Performance Measures:

Baseline:

In April 2003 writing samples from students in Grades 1 to 7 were used to determine the percentage of students meeting or exceeding expectations according to the BC Performance Standards Quick Scale (Conventions aspect).

Since 2005 all aspects of the Quick Scales, will be used to create a global assessment. Students are assessed in their language of instruction.

April 2003

- 11% Not Yet Within Expectations
- 28% Meeting Expectations (Minimal Level)
- 49% Fully Meeting Expectations
- 12% Exceeding Expectations

Target:

By Spring 2009 - reduce the percentage of students not yet within expectations or meeting expectations (minimal level) and increase the percentage of students fully meeting expectations and exceeding expectations.

Actual:

Grade 1 to 7 writing samples: BC Performance Standards Quick Scale for writing.



Spring

03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	
14%	6%	8%	___	___	___	___	___	Not Yet Within Expectations
24%	28%	30%	___	___	___	___	___	Meeting Expectations (Min. Level)
44%	53%	50%	___	___	___	___	___	Fully Meeting Expectations
18%	13%	12%	___	___	___	___	___	Exceeding Expectations

Technical Note Objective 1.4

It should be noted that different sets of criteria were used in these writing performance assessments. In 2004 the School Planning Council decided to use all aspects of the BC Performance Standards for writing while in 2003 only the aspect “conventions” was used. Therefore a comparison between the results of these two assessments would be invalid. It should be noted that the B.C. Performance Standards, in French, are only available for odd grade years therefore making assessment on even grade years more subjective.

The SPC has noted the subjectivity of assessment in the area of writing. Unlike Math and Reading where standardized tests may be used, writing samples are assessed by individual teachers who may interpret the performance standards differently.

The teaching staff has noted that additional Special Ed. Aide staff could help to support the objectives in Goal 1.

Appendix “C”: original Objective 2.1 utilized from 2003 to 2006.

The decision by the B.C.T.F. that teachers would not participate on the School Planning Council has resulted in the teachers at Cleveland deciding that they would not furnish data for inclusion in the 2006-2007 annual plan. This decision has caused the S.P.C. to include other relevant and accessible data sources. For Objective 2.1 the S.P.C. will use the report card June 2007 final grade in Mathematics for Grades K-3 and the May 2007 Foundations Skills Assessment data for Grades 4 and 7 in the subject of Mathematics.

The objective and data has been removed from the body of this annual plan and retained in Appendix “C”.

Objective: 1.2

To improve success rates in mathematical problem solving

Strategies:

- All classes will do problem solving activities as part of the Math curriculum;
- Increase awareness of mathematical language;
- Provide problem solving activities relevant to students’ daily lives and interests;
- Provide opportunities for students to develop their math skills through extra-curricular activities including games, and enrichment programs (e.g. National Math Contests);
- Use appropriate computer software to teach graphing and geometry;
- Staff who have attended professional development activities to share information at staff meetings;
- Provide in-service to teachers with reference to the district wide five year, Focus on Instruction plan (Instructional Institute) and implement strategies;
- Continue to implement and provide in-service in Math 44 on a school-wide basis;
- Seek help of parents to provide extra-curricular activities (math related games, coaching for math contests);

Key Performance Measures:



Baseline:

Classroom-based assessment of student performance on problem solving skills in Math using the B.C. Performance Standards – Concepts and Application.

October 2003

- 13% Not Yet Within Expectations
- 28% Meeting Expectations (Min. Level)
- 47% Fully Meeting Expectations
- 12% Exceeding Expectations

Target:

Assessment of student performance on problem solving skills in Math using BC Performance Standards in the Spring of each year. Reduce the number of students not meeting expectations to 0% and increase the number of students who are fully meeting or exceeding expectations by May 2009.

Actual:

Assessment of student performance on problem-solving skills in Math using BC Performance Standards - Quick Scale.

Spring

03/04	04/05	05/06	06/07	07/08	08/09	09/10	
10%	7%	9%	___	___	___	___	___ Not Yet Within Expectations
NA	27%	18%	___	___	___	___	___ Meeting Expectations (Min. Level)
73%	48%	50%	___	___	___	___	___ Fully Meeting Expectation
17%	18%	24%	___	___	___	___	___ Exceeding Expectation

Appendix “D”: original Objective 3.1 utilized from 2001 to 2006.

The School Planning Council for 2006-2007 found it necessary to change objective 3.1 based on recent survey data found in the Safe School Responsibility Survey for Elementary Students. The questions found in this data source were closely aligned with the objective statement and the intended inquiry under investigation in this objective.

Objective: 3.1

To promote inclusiveness within our school community and build an awareness of global issues through school events and outreach programs.

Strategies:

- Provide school, programs and activities that build an awareness and appreciation of a variety of cultures;
- Provide support for inclusive games to be played at recess and lunch hour;
- Provide and support inclusive activities for students such as Buddy Reading;
- Provide and communicate opportunities for parents to be involved in the school;
- Provide opportunities for students to participate in activities that address local or global issues and that support the development of social responsibility;

Key Performance Measures:

Baseline:

Ministry of Education Satisfaction Survey (2001/02):



Students Grade 4 and 7: At school do you respect people who are different from you (for example, think, act or look different)? (All of the Time & Many Times).

Grade 4 01/02 88% Grade 7 01/02 96%

Parents of above: Do you feel welcome at your child's school? (All of the Time & Many Times).

Parents 01/02 83%

Target:

Increase level of satisfaction on the annual survey.

Actual:

Ministry of Education Satisfaction Survey:

Students Grade 4 and 7: At school do you respect people who are different from you (for example, think, act or look different)? (All of the Time & Many Times).

First Grade 4 Group that has progressed to Grade 7 (indicated by bold and italic letters)

See Technical Note for Objective 1.3

School District			School District		
Grade 4 01/02	88%	93%	Grade 7 01/02	96%	90%
Grade 4 02/03	92%	94%	Grade 7 02/03	88%	90%
Grade 4 03/04	96%	93%	Grade 7 03/04	84%	89%
Grade 4 04/05	100%	94%	Grade 7 04/05	95%	90%
Grade 4 05/06	91%	91%	Grade 7 05/06	81%	86%
Grade 4 06/07	—	—	Grade 7 06/07	—	—
Grade 4 07/08	—	—	Grade 7 07/08	—	—
Grade 4 08/09	—	—	Grade 7 08/09	—	—
Grade 4 09/10	—	—	Grade 7 09/10	—	—
Grade 4 10/11	—	—	Grade 7 10/11	—	—

Parents of above:

Do you feel welcome at your child's school? (All of the Time & Many Times)?

School District		
Parents 01/02	83%	83%
02/03	85%	87%
03/04	84%	86%
04/05	77%	86%
05/06	73%	85%
06/07	—	—
07/08	—	—
08/09	—	—
09/10	—	—
10/11	—	—



Consultation Process of Cleveland School Planning Council

- x School administrators, staff, parents and students will be actively involved in the development of the School Plan.
- n/a Where there is a population of Aboriginal students of 5 or more, the school has included the school goal and objectives specific both to the needs of the students and to the involvement of the Aboriginal community. Where there are Aboriginal students enrolled in the school but fewer than 5, the school has considered a plan to meet the educational needs of these students.
- x A summary of the approved Cleveland School Plan will be posted on the school web site by October 31, 2007.

Proposed School Plan

School Planning Council Approval:

Date: April 30, 2007

	Name	Signature
Chairperson (Principal)	Ian McWilliams	<i>Original Document signed by all SPC Members listed</i>
Teacher	Deferred	
Parent	Leah Marks	
Parent	Susan Rhodes	
Parent	Julian Somers	

Board Approval

Approved by:

***Bryn Roberts, Assistant Superintendent
June 5, 2007***



District Performance Plan Feedback

[Click here to enter SPC comments on District Performance Plan \(if Any\)](#)

