



2016-2017 SCHOOL GROWTH PLANS OVERVIEW

A summary of the 2016/2017 School Growth Plans Spiral of Inquiry questions:

Caledonia Secondary School

- ⇒ *Can the implementation of a school-wide Response to Intervention strategy improve student engagement and achievement in all grades, and particularly at the Grade 10 level?*

Cassie Hall Elementary School

- ⇒ *If we schedule literacy blocks with support for small group and hands-on learning that is personalized, along with additional blitz room support (RTI 2/3), will the number of learners meeting grade level expectations increase?*
- ⇒ *If we schedule numeracy support blocks for small group and hands-on learning that is personalized, along with additional numeracy room support (RTI 2/3), will the number of learners meeting grade level expectations increase?*
- ⇒ *If we provide explicit instruction for self-regulation to all students and intensive small group instruction for students identified as needing additional support, will students experience increased success with problem solving.*
- ⇒ *If we increase the number of opportunities for families to participate in school activities, will family engagement in our school increase?*

Ecole Mountainview

- ⇒ *To what extent will speaking French all the time and encouraging spoken French improve the students' reading abilities?*

Hazelton Secondary School

- ⇒ *To what extent will increased collaboration (amongst teachers, schools, and community partners) with meaningful dialogue around literacy, numeracy, and Response to Intervention (RTI) improve students' resiliency and academic achievement?*

Kildala Elementary School

- ⇒ *Will a focused time in the schedule, targeting literacy skills, in a play-based environment, address vulnerable student needs?*

Kitimat City High School

- ⇒ *How can the Kitimat City High School staff help students move towards developing problem-solving skills by (i) identifying their needs, (ii) communicating their needs and (iii) negotiating and compromising for solutions that build towards (i) positive socialization, (ii) taking responsibility and (iii) increasing healthy choices which will lead to social, emotional, and academic success?*

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Kitwanga Elementary School

- ⇒ *In the next three years at Kitwanga Elementary School, we have committed ourselves to a focus on the following question, “Will changing our teaching and assessment practices so that they are respectful and reflective of Aboriginal culture, language, worldviews and perspectives meet the needs of our population and improve children’s engagement, motivation and results with respect to learning?”.*

Majagaleehi Gali Aks Elementary School

- ⇒ *To what extent will we see increased student success and engagement in learning through a continued effort to build relationships with our students and community, embedding the First Peoples Principles of Learning daily in our classrooms, and working collaboratively to develop common language and strategies, specifically targeting literacy, numeracy and social responsibility, across grades throughout the school?*

Mount Elizabeth Middle/Secondary School

- ⇒ *How can the Mount Elizabeth staff help build a sense of belonging in our school population which will lead to improved graduation rates and student achievement?*

Nechako Elementary School

- ⇒ *With explicit instruction on vocabulary development, will students’ ability to solve math problems improve and can we enhance writing results in the area of details?*

New Hazelton Elementary School

- ⇒ *What kind of changes will we see in our children if we teach them to recognize their social and emotional needs?*
- ⇒ *Will strengthening the students’ social-emotional awareness allow them to be more successful with academic tasks? And to what extent?*

Northwest Trades & Employment Training Centre

- ⇒ *How do we identify the learners for which we can provide a relevant and meaningful service?*
- ⇒ *How do we consistently monitor student progress and provide support to maximize the opportunity for success?*

Parkside Secondary School

- ⇒ *Support our students to successfully complete English 12 by providing culturally relevant, contemporary materials as identified in the First Peoples Principles of Learning and the Worldviews, use a variety of experiences to measure knowledge and skill building workshops and incentives.*

Skeena Middle School

- ⇒ *As we reflect on the collected data that better illustrates the growth and development of our students, we focus in on determining – how do we increase the level of student achievement and engagement for all our learners, specifically in the area of numeracy?*



Suwilaawks Community School

- ⇒ *Will an increase in engagement activities lead to an increase in the number of students fully meeting expectations in literacy and numeracy? (For example: focus on outdoor education, learning 'blitzes', afternoon academies, continued Daily 5 and Daily 3 structures.)*
- ⇒ *Will outdoor education and outdoor learning opportunities improve attendance and therefore increase achievement for out students?*

Thornhill Elementary School

- ⇒ *To what extent can the learning of metacognitive skills, strategies, instruction and formative assessment improve student performance in literacy?*
- ⇒ *To what extent can student performance in numeracy improve by focussing on assessment, and adopting a problem-based model of learning when interventions need to occur for individual students?*

Thornhill Primary School

- ⇒ *How will planning, teaching, learning and assessing using a school-wide inquiry model increase student engagement and enhance student performance?*
- ⇒ *How will a targeted approach for direct literacy and numeracy instruction improve students' skills?*

Uplands Elementary School

- ⇒ *Although we are very focused on continuing our learning and developing of skills in teaching literacy strategies in CAFÉ we are also looking at doing literacy blitzing in K/1 classes and focussing on literacy play activities. As a team we will look at how we are embedding the First Peoples Principles of Learning into the new curriculum. Incorporating technology to support access to curriculum has been a strong focus in the school and many people would like to have opportunities to collaborate in this area.*