



2018-2019 SCHOOL INQUIRIES OVERVIEW

A summary of the 2018-2019 School Inquiry focus:

Bear Valley School

- ⇒ *Individualized Education Program (IEP) development.*
- ⇒ *Numeracy*
- ⇒ *Computer literacy and behavioural support.*

Caledonia Secondary School

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

Cassie Hall Elementary School

- ⇒ *Using a concept-based, competency-driven approach to foster a deeper, more transferable learning to increase literacy rates for all, working toward grade level expectations and beyond.*
- ⇒ *Using a concept-based, competency-driven approach to foster a deeper, more transferable learning to increase numeracy rates for all, working toward grade level expectations and beyond.*
- ⇒ *Emphasizing the importance of good attendance and punctuality with our learners and their families through a supportive approach.*
- ⇒ *Increasing the opportunities for our learners to be engaged in outdoor education.*

Ecole Mountainview

- ⇒ *To what extent will the improvement in students' French speaking and reading abilities translate into increased proficiency in writing original French texts?*

Hazelton Secondary School

- ⇒ *Hazelton Secondary School has been given an extended timeline to work with staff on their school inquiry due to the recent arrival of a new Principal and a new Vice Principal.*

Kildala Elementary School

- ⇒ *Will a focused time in the schedule, targeting literacy skills, in a play-based environment, address vulnerable student needs?*
- ⇒ *If we collectively work to strategically teach writing strategies as outlined by researchers and programs such as Adrienne Gear, The 2 Sisters Day Café Program, The Six Traits of Writing, and Faye Brownlie's work around teaching writing, to what degree will our students' writing skills improve according to the Writing Performance Standards by the end of the school year?*

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Kitimat City High School

- ⇒ *Can we increase engagement levels for both Indigenous and Non-Indigenous alternate school students with a school wide inquiry project that includes multi-disciplinary, hands-on and land-based approaches?*

Kitwanga Elementary School

- ⇒ *By providing targeted and timely literacy interventions, as well by making a commitment to connecting regularly, respectfully and meaningfully with our Gitksan community, and incorporating local culture into our curriculum wherever we can – what will be the impact on student achievement?*

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 Middle/Secondary School staff continue to build a sense of belonging and develop an awareness about the First Peoples Principles of Learning within their school population in order to continue improvement in graduation rates and student achievement?*

Nechako Elementary School

- ⇒ *Grade 1-2 (primary) - phonemic awareness skills and vocabulary development.*
- ⇒ *Grade 3-6 – comprehension – retelling and inferencing.*

New Hazelton Elementary School

- ⇒ *Engagement through technology and having opportunities to present learning in a variety of ways*
- ⇒ *Moving learning outdoors*
- ⇒ *Environmental footprint*
- ⇒ *Financial literacy*
- ⇒ *Wellness*
- ⇒ *Making connections and helping our most vulnerable*

Northwest Trades & Employment Training Centre

- ⇒ *Dual Credit Academics*
- ⇒ *Dual Credit International*
- ⇒ *Adult Education*
- ⇒ *Youth Work in Trades*
- ⇒ *Dual Credit Field Schools*
- ⇒ *Work Experience*
- ⇒ *Distributed Learning*
- ⇒ *Dual Credit Trades/Vocational*



Parkside Secondary School

- ⇒ *Will doing project based learning and implementing a pod system of two teachers and one youth support worker help improve students' course completion rates and attendance for our students?*

Skeena Middle School

- ⇒ *Simply put, the focus of the students, staff, and parents/guardians in our school community needs to be on improving the academic achievement of all of our learners. We need to ensure that the time that each student spends at Skeena Middle School is one that connects them to their peers and the adults at Skeena Middle School in a positive way while allowing them to grow and develop their academic skills to ensure they are prepared for success in the future.*

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.)*

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

- ⇒ *To what extent will explicit teaching of social/emotional strategies using the Uplands Elementary School TEA (Thoughts, Emotions & Actions) framework improve student success in math?*