

## ELEMENTARY SCHOOL PLANS 2013-2014

SCHOOL	GOAL 1	GOAL 2	GOAL 3
<b>Blueridge</b>	<b>Goal #1:</b> To Improve the Writing Proficiency of Students Identified as being At Risk of Low Achievement	<b>Goal #2:</b> To Increase the Percentage of Students who Report Feeling Safe at School, and who Report a High Sense of Belonging	<b>Goal #3:</b> To Improve the Reading Proficiency of Students Identified as being At Risk of Low Achievement
	1.1 To increase the percentage of students in Grades 1-7, who are meeting expectations in writing.	2.1 To increase the percentage students who report feeling safe at Blueridge. 2.2 To increase the percentage of students who report a high sense of belonging at Blueridge. 2.3 To increase the number of students transitioning responsibly, and safely, in common areas.	3.1 To improve the reading proficiency of students in grade 1 assessed as "At Risk" with the DIBELS test (at beginning of Gr. 1 year).
<b>Boundary</b>	<b>Goal #1:</b> To Increase the Writing Performance of Students as they Move from Primary to Intermediate Grades, where there are Increased Demands for Writing Skills, as Measured by School-Wide Writes and Associated Evidence Gathered through the DIBELS and DAZE assessments.	<b>Goal #2:</b> To Increase Students' Feelings of Safety and Inclusion at School and Enhance their Ability to Respond in Appropriate and Responsible Ways to a Variety of Social Situations, as Measured by Responses on the Safe Schools and Social Responsibility Survey	<b>Goal #3:</b> To Increase the Engagement and Performance of Students in Mathematics at the Intermediate Grade Levels, as measured by the Grade 6 NVSD Math Assessment, the BC Ministry of Education Foundation Skills Assessment (FSA) and Anecdotally, Through the Observations of Classroom Teachers, EA's, School-based Administrators and/or Parents Regarding Student Engagement in Mathematics
	1.1 To improve primary students' achievement in aspects of writing identified by teaching staff and as assessed using the BC Performance Standards. 1.2 To improve intermediate students' achievement in aspects of writing identified by teaching staff and as assessed using the BC Performance Standards.	2.1 To increase students' feeling of being safe at school, as measured by responses on the Safe Schools and Social Responsibility Survey. 2.2 To increase students' ability to respond in appropriate and responsible ways to social situations at school, as measured by responses on the Safe Schools and Social Responsibility Survey.	3.1 To increase engagement in mathematics in the Intermediate grades, as observed anecdotally by teachers and/or administrators, ES's and/or parents. 3.2 To increase student achievement in mathematics in the intermediate grades, as measured by FSA results and the NVSD Grade 6 Mathematics Assessment.
<b>Braemar</b>	<b>Goal #1:</b> To Improve the Reading Proficiency of Students who are Identified as "At Risk" for Reading Comprehension	<b>Goal #2:</b> To Improve Students' Proficiency in Mathematics	<b>Goal #3:</b> To Increase the Level of Grade 7 Engagement and Connection to Secondary School
	1.1 To identify students in Kindergarten who are at risk for learning to read and to	2.1 To identify students in Grades 3, 6, & 7 who are at risk for numeracy and improve	3.1 To increase the number of grade students reporting that they feel

## ELEMENTARY SCHOOL PLANS 2013-2014

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<p><i>Braemar Cont'd</i></p>	<p>improve their performance as measured by the Test of Phonological Awareness (T.O.P.A.).</p> <p>1.2 To identify students in Grades 4 to 7 who are at risk for reading comprehension and to improve their performance as measured by the DIBELS (Standardized version of Dynamic Indicators of Basic Early Literacy Skills) for grades 4-6 English, RAD (Reading Assessment Device) for grade 7 English, Trousee d'évaluation en lecture BB+Beauchimin for grades 4-7 Early French Immersion).</p>	<p>their proficiency as measured by the BC Performance Standards for Mathematics.</p>	<p>confident (positive) about their transition to secondary school as measured by locally developed questionnaire.</p>
<p><b>Brooksbank</b></p>	<p><b>Goal #1:</b> To Increase Student Achievement through the Use of Digital Technology</p>	<p><b>Goal #2:</b> To Promote an Increased Sense of Belongingness at the Friendship, Classroom, School-wide and Community Levels</p>	
	<p>1.1 To increase opportunities for all students to customize and demonstrate their learning through the use of digital technology.</p>	<p>2.1 To develop a greater awareness of factors contributing to or adversely affecting an individual's sense of belongingness within the school community and Sutherland Family of Schools.</p> <p>2.2 To implement strategies intended to foster a school-wide commitment to promoting a sense of belonging in our school community at the friendship, classroom and school-wide levels.</p>	
<p><b>Canyon Heights</b></p>	<p><b>Goal #1:</b> To Increase the Success Rates in Reading for K-3 Students</p>	<p><b>Goal #2:</b> To Increase the Number of Students Demonstrating a Sense of a Social Responsibility</p>	<p><b>Goal #3:</b> To Increase the Success Rates in Writing for K-7 Students</p>
	<p>1.1 To improve the pre-reading skills (phonological awareness) of Kindergarten students at risk, as measured by the Test of Phonological Awareness (TOPA) given in January and re-tested in June.</p> <p>1.2 To improve the reading skills of Grade 1</p>	<p>2.1 To increase positive bystander behaviour.</p>	<p>3.1 To increase the number of students who are meeting or exceeding expectations in the aspects of writing as identified in the Writing Performance Standards.</p>

## ELEMENTARY SCHOOL PLANS 2013-2014

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	students requiring "Intensive Support" as measured by the Dynamic Indicator of Early Literacy Skills (DIBELS) in Fall, Winter and Spring.		
<b>Capilano</b>	<b>Goal #1:</b> To Improve Literacy Proficiency of Students Identified as "At Risk" or Not Yet Meeting Grade Level Expectations in Primary Grades and Grades 6 and 7	<b>Goal #2:</b> To Improve Numeracy Proficiency of Students in Kindergarten Who Are Identified as "At Risk" by the NVSD Kindergarten Numeracy Assessment and Students in Grades 4-7 Who Receive a C- on Term Report Cards/by Teacher Referral	<b>Goal #3:</b> To Improve Students' Abilities as Self-Directed Learners, through Self-reflection
	<p>1.1 (Reading – Kindergarten) – To improve the performance of "at risk" students identified on the Test of Phonological Awareness.</p> <p>1.2 (Reading – Grade 1 and 3) – To improve the reading performance of students identified by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test as below "Benchmark".</p> <p>1.3 (Writing – Grades 3-6) – To improve the writing proficiency of students in intermediate grades, who are identified as "Not Yet Meeting Expectations" (<i>Impromptu Write</i> – BC Performance Standards).</p>	<p>2.1 (Numeracy Kindergarten) – To increase the percentage of Kindergarten students who meet the expectations for numeracy readiness by end of the school year as measured by the NVSD Kindergarten Numeracy Assessment.</p> <p>2.2 (Numeracy – Grade 4-7) To identify and provide additional learning support for students in Grades 4-7 who receive a letter grade of C- in Mathematics on term report cards/by teacher referral.</p>	<p>3.1 To improve students' ability to use reflection (IB Learner Profile attribute) as an integral part of being a self-directed learner.</p>
<b>Carisbrooke</b>	<b>Goal #1:</b> To Improve Proficiency in Understanding and Answering Math Word Problems (Math Literacy)	<b>Goal #2:</b> To Strengthen the Process of Grade 7 Student Transition to Grade 8	
	<p>1.1 To increase reading comprehension, specific to the "language of numeracy".</p>	<p>2.1 To increase the number of students who report they feel ready to deal with social challenges in high school.</p> <p>2.2 To increase the number of students who report they feel ready to deal with academic challenges in high school.</p> <p>2.3 To increase the percentage of Grade 7 students who consistently complete homework (in preparation for high school).</p>	

## ELEMENTARY SCHOOL PLANS 2013-2014

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<b>Cleveland</b>	<b>Goal #1:</b> To Improve the Literacy level of Primary Students in Reading Proficiency	<b>Goal #2:</b> To Improve Students' Mathematics Achievement at Grade 3, 4 and 5	<b>Goal #3:</b> To Increase Students' Sense of Social Responsibility and Sense of Belonging in the School Community
	1.1 To increase the percentage of Grade 1-3 students meeting or exceeding expectations in Reading on their report cards. 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.	2.1 To increase the percentage of Grade 3, 4 and 5 students meeting or exceeding expectations in Mathematics on their report card from the first to the third term. 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 to 7.	3.1 To increase the students' sense of safety, social responsibility and belonging in the school community.
<b>Cove Cliff</b>	<b>Goal #1:</b> To Increase Students' Proficiency in Foundational Math and Writing Skills	<b>Goal #2:</b> To Increase Students' Ability to Transition with Confidence	<b>Goal #3:</b> To Improve Students' Foundation for Success Through Improved Communication
	1.1 To improve students' knowledge and understanding of basic math facts. 1.2 To improve students feeling of success during writing.	2.1 To increase the number of students who are able to transition quickly and easily into Kindergarten. 2.2 To increase the number of students who report feeling confident about their transition from grade 3 to grade 4. 2.3 To increase the number of students who report feeling engaged and connected to secondary school by improving the grade 7 to 8 transition.	3.1 To improve students' oral communication. 3.2 To improve students' digital communication.
<b>Dorothy Lynas</b>	<b>Goal #1:</b> To Increase Literacy Skills	<b>Goal #2:</b> To Improve Students' Sense of Social Responsibility	<b>Goal #3:</b> To Improve Students' Transition to Secondary School
	1.1 Increase focus on Reading Comprehension for students at risk in Grades 1-6. 1.2 To increase the reading/writing connection in Grades 4 and 5.	2.1 To increase Grades 4, 5, 6, 7 students' awareness of the school Code of Conduct.	3.1 To increase the number of Grade 7 students reporting that they feel confident (positive) about their transition to secondary school.

## ELEMENTARY SCHOOL PLANS 2013-2014

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<b>Eastview</b>	<b>Goal #1:</b> To Improve Student Achievement in Mathematical Computation	<b>Goal #2:</b> To Improve Student Achievement in the Area of Reading Comprehension	<b>Goal #3:</b> To Improve Student Achievement in Personal Impromptu Writing
	1.1 To improve students' application of mental math strategies. 1.2 To improve achievement of Grade 6 and 7 students in mathematical reasoning.	2.1 To improve reading comprehension of students in Grade 4.	3.1 To improve Personal Impromptu writing skills of students in Grade 5.
<b>Highlands</b>	<b>Goal #1:</b> To Improve the Reading of Identified Students	<b>Goal #2:</b> To Improve the Mathematical Proficiency of Grade 6 and 7 Students	<b>Goal #3:</b> To Increase Students' Ability to Transition With Confidence into Kindergarten, from Grade-to-Grade in Primary and from Grade 7 into Grade 8
	1.1 To increase the percentage of students in Grades 2 and 5 (2013-2014) who are meeting or exceeding expectations in reading.	2.1 To increase the percentage of students who meet or exceed expectations with basic computational skills in mathematics (addition, subtraction, multiplication, division) in Grades 7 (2013-2014).	3.1 To increase the percentage of students who report feeling confident about their transition from Grade 7 to 8 3.2 To increase the number of students who are able to transition quickly and easily into Kindergarten as measured by teacher observations.
<b>Larson</b>	<b>Goal #1:</b> To Increase the Number of Students who Meet or Exceed Expectations in Writing Skills as Measured by Ministry of BC Performance Standards for Writing	<b>Goal #2:</b> To Enhance our School's Positive Learning Environment	<b>Goal #3:</b> To Increase the Level of Grade 7 Engagement and Connection to Secondary School
	1.1 To improve Grade 1 to 7 students' skills in "Personal Writing" in the aspects of conventions, form, meaning, and style.	2.1 To increase Grades 4 to 7 students' sense of empowerment and leadership skills. 2.2 To increase all students' sense of belonging.	3.1 To Increase the number of Grade 7 students reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire.
<b>Lynnmour</b>	<b>Goal #1:</b> To Improve the Thinking Competency in Students Grade 2, 3 and 6, Particularly Those "At Risk" of Low Achievement	<b>Goal #2:</b> To Improve the Personal and Social Competency in Students Grade 4-7, Particularly Those "At Risk" of Low Achievement	<b>Goal #3:</b> To Improve the Communication Competency in Students Gr K-7, Particularly Those "At Risk" of Low Achievement
	1.1 To increase the percentage of students in grade 2, 3, and 6 who are able to	2.1 To increase the percentage of students who engage in socially responsible	3.1 To improve the percentage of students who meet the expectation for reading

## ELEMENTARY SCHOOL PLANS 2013-2014

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<i>Lynnmour Cont'd</i>	meet or exceed expectations in Math as measured by school district assessments.	behaviours as measured by the school district Safe and Caring Survey.	readiness and early literacy by the end of Kindergarten as measured by the TOPA and Gr. 1-3 as measured by DIBELS. 3.2 To improve student confidence in Digital Literacy through the use of iPads and current technology.
<b>Lynn Valley</b>	<b>Goal #1:</b> To Provide Targeted and Intensive Remedial Instruction to Students Who Are Not Yet Meeting Expectations in Writing Based on Fall Report Card Results and February School Wide Write Assessment	<b>Goal #2:</b> Improve Students' Mastery of, and Fluency With, Basic Math Facts	<b>Goal #3:</b> To Increase the Numbers of Students Who Report a Sense of Safety and Belonging at School, and Who Have Atleast One Adult They Trust to Talk to When They have a Problem
	1.1 To identify students who require targeted classroom support with writing and intensive remedial support with writing and to provide appropriate interventions.	2.1 To increase students' mastery and understand of basic math facts.	3.1 To increase the number of students who feel safe at school. 3.2 To increase the number of students who have a sense of belonging and engagement at school. 3.3 To increase the numbers of students who have at least one adult they trust enough to talk to should they have a problem.
<b>Montroyal</b>	<b>Goal #1:</b> To Increase the Number of Students who Report Feeling Safe Amongst Peers as Measured by Goal Specific Questions (#4, 5, 6 & 7) on the North Vancouver School District's Safe Schools and Social Responsibility Survey	<b>Goal #2:</b> To Improve Students' Proficiency Over the Next Two Years As Measured by the School-Wide Write Using the BC Performance Standards as the Assessment Tool as well as Report Card Data for Primary Students (Focus on Personal/Impromptu Writing)	<b>Goal #3:</b> To Improve Students' Proficiency in Mathematics Over the Next Two Years As Measured by the North Vancouver District Math Assessments which were created by Shannon Sharp, the School District's Curriculum Implementation and Math Facilitator, and Report Card Data
	1.1 To increase the number of students in Grade 2 and Grade 7 who report feeling safe at school based on questions 4, 5, 6 & 7 of the Safe Schools and Social Responsibility Survey. 1.2 To increase the number of students in Grade 4 and Grade 6 who feel safe verbally and socially at school based on question 12 of the Fall 2012 Safe Schools and Social Responsibility Survey.	2.1 To increase the writing proficiency of students in Grade 3 to 85% and Grade 6 to 90%, Meeting or Exceeding Expectations, as measured by the School-Wide Write (Focus on Personal/Impromptu Writing) using the BC Performance Standards for Writing and Report Card data for the Primary Cohort.	3.1 To increase the Mathematics proficiency of students who are currently in Grade 2 to 94% and those who are currently in Grade 5 to 75%, Meeting or Exceeding Expectations/A or B, by as measured by the North Vancouver District Math Assessments and Report Card Data by June of 2015.

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<b>Norgate</b>	<b>Goal #1:</b> To Improve the Reading Proficiency of Students Grades K-7 with a Particular Focus on Early Literacy and At-Risk Readers	<b>Goal #2:</b> To Increase Student Engagement and Connection to the Norgate School Community and the Carson Graham Family of Schools	<b>Goal #3:</b> To Increase the Level of Grade 7 Student Engagement and Connection to Secondary School
	<p>1.1 To improve the Reading proficiency of students Gr. K-7 students with a particular focus on at-risk students.</p> <p>1.2 To improve the language development of Kindergarten, Grade 1 and 2 students.</p>	<p>2.1 To support and sustain Norgate's Code of Conduct.</p> <p>2.2 To increase our students' sense of belonging to the Norgate School Community.</p> <p>2.3 To continue to provide a safe and caring school learning environment for all students to increase the percent of students reporting that they feel safe at school.</p> <p>2.4 To enhance student resiliency, develop self-advocacy and leadership skills.</p> <p>2.5 To increase student engagement with and connection to Carson Graham Secondary school as indicated by a locally developed Family of schools student survey.</p>	<p>3.1 To increase the number of Grade 7 students reporting that they feel confident (positive) about their transition to secondary school as measured by locally developed questionnaire.</p>
<b>Queen Mary</b>	<b>Goal #1:</b> To Improve Reading Proficiency in Students at the Primary (K-3) Level	<b>Goal #2:</b> Providing a Safe and Caring School Environment, Relative to a Review and Revision of Queen Mary's Emergency Management Plan	<b>Goal #3:</b> To Increase Grade Seven Student Engagement and Connection to Carson Graham Secondary School
	<p>1.1 To increase the percentage of students who meet the expectations for reading readiness by June of their Kindergarten year.</p> <p>1.2 To improve reading abilities of students in Grades 1 through 3.</p> <p>1.3 To improve the reading and writing performance of ESL and First Nation students.</p>	<p>2.1 To fully meet the expectations identified in the District Performance Standards as they relate to Emergency Management.</p> <p>2.2 To implement electronic distribution of key documents, newsletters, bulletins, and classroom notices through e-mail linked to our student data system.</p>	<p>3.1 To improve the elementary to high school transition process.</p>
<b>Queensbury</b>	<b>Goal #1:</b> To Increase Proficiency in Reading and Writing	<b>Goal #2:</b> To Improve Student Achievement in Math	<b>Goal #3:</b> To Increase the Number of Students Reporting a Positive School Climate at Queensbury
	<p>1.1 To increase the reading proficiency of Grade 1 students.</p>	<p>2.1 To improve Grade 2-7 students' proficiency in basic math facts, according</p>	<p>3.1 To increase the percentage of students feeling connected to the school.</p>



## ELEMENTARY SCHOOL PLANS 2013-2014

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<i>Queensbury Cont'd</i>	1.2 To improve Grade 5-7 students' ability to comprehend, extract and utilize information from informational text. 1.3 To increase the percentage of students in Grade 3 and 4, meeting or exceeding grade level expectations in the conventions of personal/impromptu writing.	to grade level learning outcomes.	
<b>Ridgeway</b>	<b>Goal #1:</b> To Improve Students' Success Rate in Mathematics	<b>Goal #2:</b> Improve Students' Success Rate in Reading	
	1.1 To increase by at least 5% the number of students (from the 2012/13 grade 3 cohort) meeting or exceeding expectations by the end of grade 6.	2.1 To increase by at least 10% the number of students (from the 2012/13 grade 1 cohort) meeting or exceeding expectations by the end of grade 3.	
<b>Ross Road</b>	<b>Goal #1:</b> To Improve the Students' Achievement in Math	<b>Goal #2:</b> To Improve Writing Proficiency in Students in Grades 1-7	<b>Goal #3:</b> To Improve Students' Sense of Belonging and Sense of Social Responsibility to the School Community
	1.1 To improve the achievement in math of students in grades 4-7. 1.2 To increase student engagement in math to improve student achievement in math.	1.3 To improve students writing skills in grades 1-7 in the aspects of "Meaning" and "Form" in Personal, Impromptu Writing.	3.1 To increase students' sense of inclusion as reported by students on the Safe & Caring Social Responsibility Survey. 3.2 To improve meaningful connections and healthy relationships among all student groups.
<b>Seymour Heights</b>	<b>Goal #1:</b> To Improve Reading Proficiency of Students Identified as "At-Risk" or Not Yet Meeting Grade Level Expectations	<b>Goal # 2:</b> To Increase Students' Sense of Safety, Engagement and Belonging K-7 with a Focus on Self-Regulation, Student Empowerment and Outdoor Learning	
	1.1 (Reading – Grades 1 and 2) To improve the reading performance of Grades 1 as measured by the DIBELS. 1.2 To improve reading proficiency of students identified at being "at risk" in Grades 4.	2.1 To increase the number of students who report that they take an active role in making their classroom or school a better place. 2.2 Increase the number of students who report that they act in positive ways and make a safe environment.	



## ELEMENTARY SCHOOL PLANS 2013-2014

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<b>Sherwood Park</b>	<b>Goal #1:</b> To Improve the Literacy Success Rates of All Students K-7 as Measured by the BC Performance Standards	<b>Goal #2:</b> To Improve the Success Rates of Students in K-7 Mathematics as Measured by the BC Performance Standards	<b>Goal # 3:</b> To Increase the Number of Grade 7 Students Reporting that They Feel Confident (Positive) about their Transition to Secondary School as Measured by Locally Developed Questionnaire
	1.1 To increase the number of Kindergarten students meeting expectations for learning to read. 1.2 To decrease the number of First Nations Students who are “at risk” as measured on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment. 1.3 To improve the number of students in grades 4-7 who fully meet expectations for writing as measured by BC Performance Standards for English Language Arts.	2.1 To increase the percentage of Grade 4-7 students fully meeting expectations in Mathematics on the Term 2 Report Card (March). 2.2 To identify and intervene with students in K3 who are struggling with early acquisition of Mathematical concepts (scoring lower than 17 on K Numeracy test).	3.1 To increase the number of opportunities for Grade 7 students to become more aware of secondary school culture.
<b>Upper Lynn</b>	<b>Goal #1:</b> To Improve the Reading Proficiency of All Students Who Are Not Yet Meeting Expectations for Reading as Measured by Ministry Performance Standards	<b>Goal #2:</b> To Increase Students’ Knowledge and Understanding of Mathematics	<b>Goal #3:</b> To Increase Intermediate Student Sense of Physical and Emotional Safety and Intermediate Student Sense of Belonging at Upper Lynn as Measured by the Ministry’s Satisfaction Survey and School District Social Responsibility Survey for Intermediate Students
	1.1 To increase the percentage of students of a cohort of students who meet the expectations for reading readiness and early literacy by the end of Kindergarten and Grade 1 as measured by the Test of Phonological Awareness (TOPA) and report cards.	2.1 To increase the number of students who understand the language of math.	3.1 To increase the percentage of grade 4 & 7 students who report feeling a sense of belonging to Upper Lynn as measured by the Ministry’s Satisfaction Survey. 3.2 To increase student sense of physical and emotional safety as measured by the Ministry’s Satisfaction Survey and school district Social Responsibility Survey for Intermediate Students.

## ELEMENTARY SCHOOL PLANS 2013-2014

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<b>Westview</b>	<b>Goal #1:</b> To Improve the “Communication Competency” (Literacy and Numeracy success) for Students Identified as Below Grade Level	<b>Goal #2:</b> To Maintain a Positive School Environment by Continuing our Focus on Safety, Sense of Belonging and Health	
	<p>1.1 To improve the performance of Kindergarten students who are at risk of reading difficulties (below the 25<sup>th</sup> percentile) as identified by the TOPA.</p> <p>1.2 To improve the Language Arts performance in Grades 4 to 7 with a particular focus on Aboriginal students and at risk students.</p> <p>1.3 To improve numeracy proficiency students in Kindergarten.</p> <p>1.4 To improve numeracy skills of grades 4 to 7 student population with a focus on aboriginal and at risk students as identified by report card data and numeracy assessment.</p>	<p>2.1 To create leadership opportunities and develop student roles and responsibility in ensuring a safe and positive school environment.</p> <p>2.2 To improve the elementary to high school connections and transition process.</p>	

## SECONDARY SCHOOL PLANS 2013-2014

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<b>Argyle</b>	<b>Goal #1:</b> To Improve Writing Skills of Students in Grade 8 and 9	<b>Goal #2:</b> Improve Success Rates of Students in Math 8, Math 9 and Math 10	<b>Goal #3:</b> To Strengthen Students' Foundation for Success in their Future Endeavours and within the Community
	<p>1.1 To increase the number of students who write effectively through implementation of a formalized formative feedback process for grade 8s and 9s.</p> <p>1.2 To improve grade 8 and 9 student awareness of the conventions of language, including sentence mechanics and spelling, and the effective use of structural elements such as style, flow, formatting and organization of writing.</p>	<p>2.1 Improve transition practices from grade 7 to grade 8.</p> <p>2.2 To increase student success from grade 8 to 9 to 10.</p>	<p>3.1 Increase positive connection between senior secondary students and elementary students at all grade levels and between Secondary and Elementary schools including staff and parents.</p> <p>3.2 Increase the sense of student social responsibility within the community.</p> <p>3.3 Increase students' sense of personal responsibility for self, for learning and for choices they make that will impact on their future.</p>
<b>Carson Graham</b>	<b>Goal #1:</b> To Develop Inquiring, Knowledgeable, Confident and Caring Students	<b>Goal #2:</b> To Enhance First Nations' Academic Achievement, Student Empowerment, and Sense of Belonging	<b>Goal #3:</b> To Increase Student Engagement and Connection to Carson Graham Secondary School at the 7/8 Transition Stage
	<p>1.1. To increase successful student transitions between grades, particularly for students who are at-risk academically and social-emotionally.</p> <p>1.2. To improve student learning surrounding overall bullying.</p> <p>1.3. To develop internationally minded people through our IB learner profile. IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.</p>	<p>2.1 To improve student attendance rates.</p> <p>2.2 To improve grade-to-grade transition rates.</p>	<p>3.1 To improve the elementary to high school transition process.</p>

## SECONDARY SCHOOL PLANS 2013-2014

<b>Handsworth</b>	<b>Goal #1:</b> To Increase the Percentage of Students Demonstrating Success in Reading and Writing, Based on Final Grades in their Grade 10 English Class	<b>Goal #2:</b> To Increase the Percentage of Students Demonstrating Success in Mathematics, based on Final Grades in their Grade 10 Math Class	<b>Goal #3:</b> To Increase the Percentage of Students Contributing to the Well-Being of the School
	1.1 To improve the reading and writing success rates of students in Grade 10, as measured by final Grade 10 data.	2.1 To improve the mathematics success rate of students in Grade 10 as measured by final Grade 10 math data.	3.1 To increase the percentage of students in Grades 8, 9,, and 10 who contribute to the well-being of the school.
<b>Seycove</b>	<b>Goal #1:</b> To Improve Student Learning Surrounding Social and Emotional Growth as We Continue to Improve our Safe and Caring Environment for Students	<b>Goal #2:</b> To Improve Student Reading Comprehension Across the Curriculum	<b>Goal #3:</b> To Improve Course Completion and Grade-to-Grade Transition Rates for All Students
	1.1 To increase the number of students, in Grades 8 to 12, that feel safe within the context of cyber bullying and social networking. 1.2 To increase students' social and emotional sense of well being as measured by retention data in Choices program.	2.1 To improve student reading comprehension strategies and the usage of those strategies to become more effective readers. Specifically, there will be a focus with our Grade 8 & 9 students in order to increase the percentage of students capable of determining the main ideas within their reading. 2.2 To increase the number of students who read for pleasure as measured by library circulation of fiction materials.	3.1 To improve the Grade-to-Grade transition of all our students. 3.2 To improve the Grade-to-Grade transition of First Nations students enrolled at Seycove.
<b>Sutherland</b>	<b>Goal #1:</b> To Improve Student Literacy	<b>Goal #2:</b> To Increase the Number of Students Who Feel that Adults Within the School Community are Responsive, Tolerant, and Respectful	
	1.1 To improve student success rates in English 10 and English 12 as measured by the percentage of students achieving a C+ or better on their Provincial Exam. 1.2 To increase the number of Grade 8 students achieving a C+ Letter Grade or better in English and Social Studies as measured by their final mark.	2.1 To increase the number of Grade 10 students who feel that adults within the school community are responsive, tolerant, and respectful by their Grade 12 year as measured by the Satisfaction Survey and Social Responsibility Survey (students responding Many Times or All of the Time).	

## SECONDARY SCHOOL PLANS 2013-2014

	1.3 To increase the number of Grade 8 students meeting expectations in Mathematics by the end of their Grade 10 year as measured by their Provincial Exam mark and final letter grade (achieving C+ or better).		
<b>Windsor</b>	<b>Goal #1:</b> Communication Competency: To Increase the Number of Students Demonstrating Success in Literacy	<b>Goal #2:</b> Personal and Social Competency: To Increase the Number of Students Reporting that They Feel that They Belong and are Valued and Respected by the Windsor School Culture	<b>Goal #3:</b> Thinking Competency: To Improve Success Rates of Students in Mathematics at the Junior and Senior Grade Levels (across the school).
	<p>1.1 To increase the number of Grade 9 students achieving 60-69% (C+ Average) or higher in English 9 based on Report Card Data</p> <p>1.2 To increase the number of students actively engaged in reading activities within the school.</p>	<p>2.1 To increase the percentage of students reporting a sense of belonging, as measured by the Grade 8 Transition Survey and participation in school events (students responding Always or Sometimes or Many Times and All of the Time – survey response specific).</p> <p>2.2 To increase the number of students at the grade 8 and 9 level who feel engaged and connected to the school as measured by the Safe &amp; Caring Schools Social Responsibility Survey.</p>	<p>3.1 To increase the number of Grade 8 students meeting expectations (achieving 60% or better) in Mathematics by the end of their Grade 9 year, as measured by their final letter grade.</p> <p>3.2 To increase the number of Grade 10 students striving to exceed expectations (achieving 73% or better) in Mathematics by the end of their Grade 12 year, as measured by their final letter Grade (Using Data from Foundations of Math 10 and Pre Calculus 11).</p>

## MOUNTAINSIDE SECONDARY SCHOOL PLAN 2013-2014

<b>Mountainside</b>	<b>Goal #1:</b> To Improve Student Engagement and Sense of Connectedness Belonging at School	<b>Goal #2:</b> Students Will Improve Literacy Skills	<b>Goal #3:</b> To Improve Students Numeracy Skills
	<p>1.1 To increase students' engagement in their school experience as measured by attendance data.</p> <p>1.2 To increase the number of students who report feeling more connected to their school and school experience, as measured by self-reporting.</p>	<p>2.1 To increase the number of students who can write clearly, effectively, with a clear grasp of conventions of language.</p> <p>2.2 To improve students' reading comprehension as evidenced by standardized, school-wide assessments.</p>	<p>3.1 Students will improve their math self-esteem and self-efficacy as measured by math survey.</p> <p>3.2 To improve students' basic mental computational math skills.</p>

## DISTRIBUTED LEARNING SCHOOL PLAN 2013-2014

<b>NV Distributed Learning School</b>	<b>Goal #1:</b> To Increase Student Engagement in Online Learning Experiences Through Enhanced Curriculum, Instruction and Assessment Practices	<b>Goal #2:</b> To Increase Support for DL Students' Social/Emotional Learning	
	<p>1.1 To improve the quality and relevance of the curriculum provide in online courses.</p> <p>1.2 Improve instructional strategies through increased interactivity in online courses.</p> <p>1.3 Improve assessment practices by incorporating relevant and authentic performance tasks.</p>	<p>2.1 Create a sense of belonging and connectedness through frequent and meaningful communication with students, parents and staff.</p>	