SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

ARGYLE FAMILY OF SCHOOLS			
School	**Goal 1**	**Goal 2**	**Goal 3**
Argyle	**Goal #1:** To improve success rates in academic classes	**Goal #2:** To improve the enrolment (involvement in) elective courses and extracurricular activities (including clubs and athletics)	
	1.1 Increase 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 as measured by Grade 10 2013/14 cohort report card grades in English and Social Studies courses (Humanities). 1.2 Increase student awareness and understanding of the application of numeracy skills as measured by success rates in Mathematics and Science classes from grade 10 through 12.	2.1 To increase positive connections between secondary students and elementary students at all grade levels and between the Secondary and Elementary schools staff and parents. 2.2 To increase the number of extracurricular (athletics and clubs) opportunities for students as measured by the number of groups and student participants especially at Grade 8, 9, 10.	
Boundary	**Goal #1:** To increase student achievement in school, particularly with respect to literacy and numeracy, as measured by teacher observation, FSA tests, School-Wide Writes and SD44 Grade 6 Mathematics Assessment	**Goal #2:** To increase student sense of connection to nature and the environment	**Goal #3:** To develop a socially responsible and connected community
	1.1 To increase student engagement and achievement in writing skills as measured by School-Wide Writes. 1.2 To increase student engagement and achievement in Mathematics.	2.1 To increase stewardship of our school grounds, as measured by the number of weeks in which clean-up is conducted. 2.2 To take advantage of our Outdoor School, and/or Big House as measured by our participation at Cheakamus Centre 2.3 To increase initiatives for learning in nature.	3.1 To foster in our students a sense of connectedness to our school community through the promotion of leadership and community involvement as measured by staff, student, parent and community anecdotal observation.

School	Goal 1	Goal 2	Goal 3
Lynn Valley	**Goal #1:** To improve the writing skills of students in grades K-7 in the aspects of meaning and form assessed using the BC Performance Standards in any of the content subject areas. This will be expository writing.	**Goal #2:** To improve all students' mastery of, and fluency with, basic math facts	**Goal #3:** To implement a Positive Behaviour Support behavior matrix and positive and consistent approaches to dealing with student behavior, and the explicit teaching of Zones of Regulation so that students have a strong sense of accountability, belonging, safety and school culture
	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' ability to recall basic math facts quickly and accurately, with grade-level expectations based on provincial curriculum.	3.1 Complete a PBIS Behaviour Matrix for September implementation as aligned with the School Code of Conduct. 3.2 Provide Staff Development on the topic of Executive Functioning Skills.
Ross Road	**Goal #1:** To promote and develop knowledge, skills and engagement for learning in all of its forms	**Goal #2:** To improve students' sense of belonging and social responsibility towards the school community and natural environment	
	1.1 To increase student engagement in math to improve student achievement in math of students in grades 4-7. 1.2 To improve students' writing skills in grades 1-7 in the aspects of 'meaning' and 'form' in Writing to Communicate Ideas and Information.	2.1 To increase a sense of responsibility towards the school community and natural environment by learning about, in and with nature.	
Upper Lynn	**Goal #1:** To increase literacy skills	**Goal #2:** To increase students' knowledge and understanding of Mathematics	**Goal #3:** To increase students' awareness of social responsibility
	1.1 To increase grades 3, 4 and 5 students' achievement in retrieving information and recognizing meaning (main idea)	2.1 To increase students" involvement in setting and monitoring personal learning goals in mathematics	3.1 To increase intermediate students' sense of physical and emotional safety

CARSON GRAHAM FAMILY OF SCHOOLS		
School	**Goal 1**	**Goal 2**	**Goal 3**
Carson Graham	**Goal #1:** To develop inquiring, knowledgeable, confident and caring students	**Goal #2:** To enhance Aboriginal students' academic achievement, student empowerment and sense of belonging	**Goal #3:** To increase student engagement and connection to Carson Graham Secondary School at the Grade 7/8 transition stage
	1.1 To increase successful student transitions between grades, particularly for students who are at-risk academically and social-emotionally. 1.2 To improve student learning surrounding overall bullying. 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.	2.1 To improve student attendance rates. 2.2 To improve grade to grade transition rates.	3.1 To improve the elementary to high school transition process.
Braemar	**Goal #1:** To improve students' literacy in reading proficiency	**Goal #2:** To improve students' achievement in mathematics	**Goal #3:** To improve students' transition to secondary school
	1.1 To improve the literacy of Kindergarten to Grade Seven students with a particular focus on phonographics for students in Kindergarten, reading fluency for students in grade two, and comprehension for students in grade five who are 'at risk' learners.	2.1 To improve the Mathematical proficiency of Kindergarten to Grade Seven students with a particular focus on students in grades two and grade five who are 'at risk' learners.	3.1 To increase the number of Grade Seven Students reporting that they feel confident/prepared about their transition to secondary school as measured by the locally developed surveys from both the Handsworth FOS (for French Immersion students) and the Carson Graham FOS (for English students).

School	Goal 1	Goal 2	Goal 3
Capilano	**Goal #1:** To improve literacy proficiency of students identified as "at risk" or not yet meeting grade level expectations in the Primary grades and in Grades 6 and 7	**Goal #2:** To improve numeracy proficiency of students in Kindergarten who are identified as "at risk" by the NVSD Kindergarten Numeracy Assessment and increase the percentage of students in Grades 4-7 achieving C+ and above in Math	**Goal #3:** To improve students' abilities as self-directed learners, through self-reflection
	1.1 (Reading - Kindergarten): To improve the performance of "at risk" students identified on the Test of Phonological Awareness. 1.2 (Reading – Grade 1 - 3): To improve the reading performance of students identified by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test as below "Benchmark". 1.3 (Writing Grades 3 - 6): To improve the writing proficiency of students in intermediate grades, who are identified as "Not Yet Meeting Expectations" (Impromptu Write – BC Performance Standards).	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. 2.2 (Numeracy – Grades 4-7) To increase the percentage of students in Grades 4-7 achieving C+ and above in numeracy as per June report card final grades, while continuing to identify and support students with significant numeracy learning needs.	3.1 To improve students' abilities to use reflection (IB Learner Profile attribute) as an integral part of being a self-directed learner. 3.2 To facilitate grade-to-grade transitions.
Carisbrooke	**Goal #1:** To improve proficiency in understanding and answering math word problems (math literacy) (NEW Goal 2013/14)	**Goal #2:** To strengthen the process of Grade7 student transition to Grade 8 (NEW Goal 2013/14)	
	1.1 To increase reading comprehension, specific to the "language of numeracy."	2.1 To increase the number of students who report they feel ready to deal with social challenges in high school. 2.2 To increase the number of students who report they feel ready to deal with academic challenges in high school 2.3 To increase the percentage of Grade 7 students who consistently complete homework (in preparation for high school).	

SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Larson			
Norgate	**Goal #1:** To improve the reading proficiency of students Grades K-7 with a particular focus on early literacy skills and at-risk learners	**Goal #2:** To increase student engagement and connection to the Norgate School Community and the Carson Graham Family of Schools	**Goal #3:** To improve the mathematical proficiency of students Grades K-7 with a particular focus on upper intermediate at-risk learners
	1.1 To improve the Reading proficiency of Gr. K-7 students with a particular focus on at-risk students. 1.2 To improve the language development of primary students. 1.3 To improve the Reading proficiency of identified Grades Two and Three students through extensive interventions provided during Norgate's in-house "Reading Club"	2.1 To support and sustain Norgate's Code of Conduct. 2.2 To increase our students' sense of belonging to the Norgate School Community 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. 2.4 To enhance student resiliency, develop self-advocacy and leadership skills. 2.5 To increase student engagement with a connection to Carson Graham Secondary School as indicated by a locally developed Family of Schools student survey.	3.1 To improve the mathematical proficiency of Gr. K-7 students with a particular focus on upper intermediate, at-risk students.
Queen Mary	**Goal #1:** To Improve reading proficiency in students at the Primary (K-3) level	**Goal #2:** To provide a Respectful, Safe and Caring School Environment	**Goal #3:** To increase grade seven student engagement and preparation for success at Carson Graham Secondary School
	1.1 To increase the percentage of students who meet the expectations for reading readiness by June of their kindergarten year. 1.2 To improve reading abilities of students in grades 1 through 3. 1.3 To improve the reading and writing performance of ESL and First Nation students	2.1 To fully meet the expectations identified in the District Performance Standards as they relate to Emergency Management. 2.2 To review, revise, rewrite, and implement a Code of Conduct that reflects our PYP mission.	3.1 To improve the elementary to high school transition process.

SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Westview	**Goal #1:** To improve the "Community Competency" (Literacy and Numeracy success) for students identified as below grade level	**Goal #2:** To maintain a positive school environment by continuing our focus on Safety, Sense of Belonging and Health.	
	1.1 To improve the performance of Kindergarten students who are at risk of reading difficulties (below the 25th percentile) as identified by the TOPA. 1.2 To improve the Language Arts performance in grades 4 to 7 with a particular focus on aboriginal and at risk students. 1.3 To improve numeracy proficiency of students in Kindergarten. 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.	2.1 To create leadership opportunities and develop student roles and responsibility in ensuring a safe and positive school environment. 2.2 To improve the elementary to high school connections and transition process.	

HANDSWORTH FAMILY OF SCHOOLS		
School	**Goal 1**	**Goal 2**	**Goal 3**
Handsworth	**Goal #1:** To increase the percentage of students demonstrating success in reading and writing proficiency, based on final grades in their Grade 10 English class	**Goal #2:** To increase the percentage of students demonstrating success in mathematics, based on final grades in their Grade 10 Math class	**Goal #3:** To increase the percentage of students contributing to the well-being of the school, based on the outcomes of the Safe and Caring Schools Social Responsibility Survey and on Student Service Awards
	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.
Canyon Heights	**Goal #1:** To improve success rates in reading for K-3 students	**Goal #2:** To increase the percentage of students demonstrating a sense of social responsibility	**Goal #3:** To improve success rates in writing for grades 4-7 students
	1.1 That students meet reading expectations in the primary grades as supported and measured by the following assessments and recorded on report cards: Test of Phonological Awareness (TOPA), Reading Assessment Device (RAD), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and PM Benchmark.	2.1 To increase positive bystander behaviour.	3.1 To increase the number of students who are fully meeting or exceeding expectations in the aspects of writing as identified in the Writing Performance Standards.
Cleveland	**Goal #1:** To improve the literacy level of primary students in reading proficiency	**Goal #2:** To improve students' mathematics achievement at Grade 3, 4 and 5	**Goal #3:** To increase the 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 25th 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 students' sense of safety, social responsibility and belonging in the school community.

School	Goal 1	Goal 2	Goal 3
Highlands	**Goal #1:** To improve the reading proficiency of identified students	**Goal #2:** To improve the mathematical proficiency of identified students	**Goal #3:** 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 3 and 6 (2014-2015) 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 Grade 3 (2014-2015).	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.
Montroyal	**Goal #1:** To increase the number of students who report feeling safe amongst peers as measured by goal specific questions (#6, 11, 12, 13, and 15) on the North Vancouver School District Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by Montroyal Staff	**Goal #2:** To improve students' proficiency in Writing for another year as measured by the School-Wide Write using the BC Performance Standards (April) with additional Report Card data (June) for the Primary Cohort	**Goal #3:** To improve students' proficiency in Mathematics for the second year of a two year goal as measured by the North Vancouver District Math Assessments created by Shannon Sharp, the school district's Curriculum Implementation & Math Facilitator, and on Report Card Data
	1.1 To increase the number of students in Grade 3 and Grade 5 who report feeling safe at school based on questions 6, 11, 12, 13, and 15 of the Safe Schools and Social Responsibility Survey. (Questions used have been replicated in child-friendly language for primary students.) 1.2 To increase the number of students in Grade 4 and Grade 5 who feel safe verbally and socially at school based on question 12 of the Fall 2012 Safe Schools and Social Responsibility Survey and the Feeling Safe at School Survey which was created by	2.1 To increase the writing proficiency of students in Grade 1 to 70%, Grade 2 to 80% and Grade 6 to 80%, Meeting or Exceeding Expectations, as measured by the School-Wide Write (Focus on Personal/Impromptu Writing) using the BC Performance Standards for Writing as well as 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, as measured by the North Vancouver District Math Assessments (see above) and Report Card Data by June of 2015.

Montroyal Staff.

1.3 To increase the feelings of being prepared to enter high school for our Grade 7 students.

SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

SEYCOVE FAMILY OF SCHOOLS			
School	**Goal 1**	**Goal 2**	**Goal 3**
Seycove	**Goal #1:** To increase students' sense of safety and social and emotional growth as we continue to improve our safe and caring environments for all students	**Goal #2:** To improve student engagement at school	**Goal #3:** To improve the 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 student's social and emotional sense of well being as measured by retention data in Choices program.	2.1 To create conditions in classes where all students will be engaged in meaningful and authentic learning. 2.2 To create learning opportunities where students are more intrinsically motivated.	3.1 To improve the Grade-to-Grade transition of all of our students 3.2 To improve the Grade-to-Grade transition of First Nations students enrolled at Seycove.
Cove Cliff	**Goal #1:** To increase students' proficiency in foundational math and writing skills	**Goal #2:** To increase students' ability to transition with confidence	**Goal #3:** 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
Dorothy Lynas	**Goal #1:** To increase students' respectful, responsible and safe behaviour	**Goal #2:** To increase students' ability to demonstrate their knowledge successfully through digital technology	**Goal #3:** To increase students' confidence in transitioning from Grade 7 into Grade 8
	1.1 To increase the percentage of students who act respectfully, responsibly and safely. 1.2 To increase students' use of self-regulation strategies in the classroom and on the	2.1 To increase student engagement and motivation for learning through digital technology. 2.2 To increase the responsible use of digital technology by students.	3.1 To increase the percentage of students who report feeling confident about their transition from Grade 7 to Grade 8.

playground.

School	Goal 1	Goal 2	Goal 3
Sherwood Park	**Goal #1:** To improve the Literacy success rates of all students K-7 as measured by the BC Performance Standards	**Goal #2:** To improve the success rates of students in K-7 in Mathematics as measured by B.C. Performance Standards	**Goal #3:** Improve the Ethos of the school by working on social/emotional aspects
	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 and the TOPA. 1.3 To improve the number of students in grades 4-7 who fully meet expectations for writing as measured by B.C. 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 K-3 who are struggling with early acquisition of Mathematical concepts (scoring lower than 17 on K Numeracy test).	3.1 Empower and Engage students in the Ethos of the school. 3.2 Increase Student sense of safety/belonging by utilizing TRIBES, Self-Regulation, and Mind Up practices.

SUTHERLAND FAMILY OF SCHOOLS			
School	**Goal 1**	**Goal 2**	**Goal 3**
Sutherland	**Goal #1:** To improve student literacy	**Goal #2:** To promote heightened individual/collective awareness within the Sutherland school community as to how thoughts, words and actions directly and indirectly impact the sense of belonging felt by other individuals and/or groups	
	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 result. 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. 1.3 To increase the number of Grade 8 students meeting expectations in Mathematics by the end of their Grade 10 year as measures by their Provincial Exam mark and their Final letter grade – C+ or better.	2.1 To increase the number of students in Grade 10 who report feeling a sense of belonging at school as defined by "feeling accepted, valued, included and encouraged by students and staff," and to increase the number of students in Grade 10 who are committed to monitoring and self regulating their thoughts, words and actions toward others in an effort to increase a sense of belonging throughout the school community.	

School	Goal 1	Goal 2	Goal 3
Brooksbank	**Goal #1:** To promote an increased sense of belongingness both as individuals and as members of our school, community and society	**Goal #2:** To increase student engagement through the use of digital technology	**Goal #3:** To increase intellectual engagement through improved formative assessment
	1.1 To develop a greater awareness and understanding of factors contributing to or adversely affecting an individual's sense of belonging within the school community, Sutherland Family of Schools and society. 1.2 To implement strategies intended to foster a school-wide commitment to promoting a sense of belonging both as individuals and as members of our school, community and society. 1.3 To develop and maintain partnership programs to inform and involve families throughout the school year.	2.1 To increase opportunities for all students to personalize learning through the use of digital technology 2.2 To explore options for increasing the availability of digital technology for students with identified executive functioning/expressive needs. 2.3 To increase opportunities for students, staff and parents to develop greater understanding and fluency in their use of digital technology & social media.	3.1 To develop a broader and deeper understanding of authentic assessment for learning. 3.2 To increase opportunities for students to be actively involved in the assessment process
Eastview	**Goal #1:** To improve the sense of safety and belonging felt by students	**Goal #2:** To improve student achievement in reading comprehension	**Goal #3:** To increase student confidence in math
	1.1 To improve the sense of safety for students K-7 as measured the Safe and Caring Schools Survey and school developed survey. 1.2 To improve the sense of belonging felt by students K-7 measured by a school developed survey.	2.1 To improve the reading comprehension of students in grade 3.	3.1 To improve grade 5 student confidence in math, measured by a school developed survey.
Queensbury	**Goal #1:** To provide students opportunities to become more engaged with their learning	**Goal #2:** To increase the number of students reporting a positive school climate at Queensbury	
	1.1 To increase opportunities for students to learn through inquiry and project based learning. 1.2 To increase opportunities for students to learn through the use of digital technology.	2.1 To increase the percentage of students feeling connected to the school.	

SCHOOL PLANS 2014-2015 – FAMILY OF SCHOOLS

School	Goal 1	Goal 2	Goal 3
Ridgeway	**Goal #1:** To improve students' success rate in mathematics	**Goal #2:** To improve students' success rate in reading	
	1.1 To increase by at least 12% 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 20% the number of students (from the 2012/13 grade 1 cohort) meeting or exceeding expectations by the end of grade 3.	

WINDSOR FAMILY OF SCHOOLS			
School	**Goal 1**	**Goal 2**	**Goal 3**
Windsor	**Goal #1:** Communication Competency: To increase the percentage of students demonstrating success in Literacy	**Goal #2:** Personal and Social Competency: To increase the number of students reporting that they feel they belong and are valued and respected within the school culture	**Goal #3:** Thinking Competency: To improve the success rates of students in mathematics at the junior and senior levels
	1.1 To increase the number of Grade 8 students achieving 60 - 69% (C+ Average) or higher in English 8 - based on Report Card Data. 1.2 To increase the number of students actively engaged in reading activities within the school.	2.1 To increase the number of students at the grade 8 and 9 level that feel engaged and connected to the school as measured by the Safe & Caring Schools Social Responsibility Survey.	3.1 To increase the number of Grade 8 students meeting expectations (achieving 60% or better) in Mathematics in grade 8 and 9 as measured by an average of their term one and term two report card marks 3.2 To increase the number of Grade 10 students fully meeting/exceeding expectations (achieving 68% or better) in Mathematics by the end of their Grade 12 year, as measured by an average of their term one and term report card marks (for all math courses at each grade level)
Blueridge	**Goal #1:** To improve the reading and writing proficiency of students identified as being at risk of low achievement	**Goal #2:** To improve the social-emotional well-being of students who are experiencing difficulties with self-regulation or anxiety	
	1.1 To improve the reading proficiency of students in Grade 1 assessed as 'At Risk' with the DIBELS test (at beginning of Gr 1 year). 1.2 To increase the percentage of students in Grades 1-7, who are meeting or exceeding expectations in reading. 1.3 To increase the percentage of students in Grades 1-7, who are meeting expectations		

in writing.

School	Goal 1	Goal 2	Goal 3
Lynnmour	**Goal #1:** To improve the Thinking Competency in students gr. 1-3 and gr. 6, particularly those "at risk" of low achievement	**Goal #2:** To improve the Personal and Social Competency of students in grades 4-7	**Goal #3:** To improve the Communication Competency in students grades K-7
	1.1 To increase the percentage of students in grade 2, 3, and 6 who are able to meet or exceed expectations in Math as measured by school district assessments.	2.1 To increase the percentage of students who engage in socially responsible behaviours as measured by the school district Safe and Caring Survey.	3.1 To improve the percentage of students who meet the expectation for reading 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 the student confidence in Digital Literacy through the use of iPads and current technology.
Seymour Heights	**Goal #1:** To improve literacy skills of students identified as "at risk" or not yet meeting grade level expectations	**Goal #2:** To increase students' sense of safety, belonging and engagement K-7 with a focus on self regulation, students empowerment and outdoor learning	
	1.1 To improve the reading performance of grade 1 students as measured by the DIBELS. 1.2 To improve reading proficiency of students identified as being "at risk" in grade 4. 1.3 To improve students' overall confidence and ability in writing in grade 3 and grade 6.	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 To increase the number of students who report that they act in positive ways and make a safe environment. 2.3 To increase students' sense of well being and involvement in outdoor learning as measured by the Leuven Scale.	

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School	Goal 1	Goal 2	Goal 3
Mountainside	**Goal #1:** To improve student engagement and sense connectedness and belonging at school.	**Goal #2:** To improve students' experience of transitions at Mountainside, both transitioning into program, and out of program to graduation, work, or another school	
		2.1 Students will experience successful and supportive transitions into the mountainside program. 2.2 Students will be supported through, and prepared for, transitions out of the Mountainside program into work or post-secondary schooling.	

School	Goal 1	Goal 2	Goal 3
NV Distributed Learning School	**Goal #1:** To increase student engagement in online courses through enhanced curriculum, instruction, and assessment practices.	**Goal #2:** To increase support for Ministry designated DL students' academic and social/emotional learning needs	
	1.1 To improve the quality and relevance of the curriculum provided in online courses. 1.2 Improve instructional strategies through increased interactivity and use of effective online tools in courses. 1.3 Improve assessment practices by incorporating a balance of formative and summative assessments based on relevant and authentic performance tasks.	2.1 Create a sense of belonging and connectedness through frequent and meaningful communication with students, parents and staff in order to effectively adapt course work to meet student needs.	