



# SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

ARGYLE FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Argyle	<p><b>Goal #1:</b> To improve success rates of students through collaborative planning based on the four pillars of education and the three core competencies of the BC Curriculum</p>	<p><b>Goal #2:</b> To improve the relevance of student for students through connecting classroom, Family of Schools District and the community initiatives</p>	
	<p>1.1 To work collectively to foster meaningful and authentic planning for student success universally applied across the curriculum. 1.2 To work collectively to foster meaningful and authentic planning for the success of students with targeted and intensive support.</p>	<p>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.</p>	
Boundary	<p><b>Goal #1:</b> To increase student literacy and numeracy, inclusive of aboriginal content, and in alignment with the new B.C. Curriculum</p>	<p><b>Goal #2:</b> To increase our use of technology by and for students in support of their literacy, numeracy and social and emotional development, and by and for staff in support of their communication, curriculum design, instruction, assessment and reporting</p>	<p><b>Goal #3:</b> To increase our students' sense of connection to nature, the environment and their community</p>
	<p>1.1 To increase student literacy. 1.2 To increase student numeracy. 1.3 To include Aboriginal content across the curricula.</p>	<p>2.1 To identify a range of uses for the technology available in our school.</p>	<p>3.1 To provide strategies, structures and resources to allow our students to increase their sense of connectedness to the environment and their community.</p>



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Lynn Valley	<b>Goal #1:</b> To improve 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> To encourage and support teachers to use a variety of methods for teaching math facts including: cards, dice, games, apps, and hands-on manipulatives. We would like to see 100% of teachers working on fact fluency a minimum of three times per week	<b>Goal #3:</b> To continue to use a Positive Behaviour Intervention & Supports (PBIS) behavior matrix, 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 Teachers will use an increased variety of strategies to teach basic math facts, so that students will have opportunities to learn in multiple ways.	3.1 Publish a PBIS Behaviour Matrix for September 2015 implementation as aligned with the School Code of Conduct and extend the matrix to further areas of the school. 3.2 Continue Staff Development on the topic of Executive Functioning Skills, and the impacts of classroom environments and routines on student behaviour.
Ross Road	<b>Goal #1:</b> To promote and develop knowledge, skills and engagement for learning in all of its forms	<b>Goal #2:</b> 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	<b>Goal #1:</b> To increase literacy skills	<b>Goal #2:</b> To increase students' knowledge and understanding of Mathematics	<b>Goal #3:</b> To increase students' awareness of social responsibility
	1.1 To introduce the students to, and increase their understanding of, communication as a core competency.	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.



## SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

CARSON GRAHAM FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Carson Graham	<b>Goal #1:</b> To develop inquiring, knowledgeable, confident and caring students	<b>Goal #2:</b> To enhance Aboriginal students' 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 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	<b>Goal #1:</b> To improve the literacy level of students in reading proficiency	<b>Goal #2:</b> To improve students' proficiency in mathematics	<b>Goal #3:</b> 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).



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School	Goal 1	Goal 2	Goal 3
<b>Capilano</b>	<b>Goal #1:</b> To broaden school community connections as a means of supporting student achievement	<b>Goal #2:</b> To increase student engagement in learning	
	1.1 To support the social and emotional wellbeing and sense of belonging of students. 1.2 To enhance community understanding of the IB Primary Years Programme and increase parental engagement in students' learning.	2.1 To continue to develop inquiry and concept-based teaching and learning. 2.2 To build on school community's understanding of meaningful student action. 2.3 To continue to support students' understanding and development of the Learner Profile Attributes. 2.4 To support students' individual learning needs.	
<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	
	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).	
<b>Larson</b>	<b>Goal #1:</b> To improve students' literacy skills To develop strong literacy skills	<b>Goal #2:</b> To enhance the 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 increase the number of engaged and successful readers in grades 1-3. 1.2 To increase the number of students who meet or exceed expectations in writing skills.	1.1 To increase students' (Gr 4-7) sense of empowerment and leadership skills. 2.1 To increase 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.



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School	Goal 1	Goal 2	Goal 3
<b>Norgate</b>	<b>Goal #1:</b> To improve the reading proficiency of students Grades K-7 with a particular focus on early literacy skills and at-risk learners	<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 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 primary 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 they feel safe at school. 2.4 To enhance student resiliency, develop self-advocacy and leadership skills. 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.	3.1 To improve the mathematical proficiency of Gr. K-7 students with a particular focus on enriching intermediate math learning.
<b>Queen Mary</b>	<b>Goal #1:</b> To Improve reading proficiency in students at the Primary (K-3) level	<b>Goal #2:</b> To provide a Respectful, Safe and Caring School Environment	<b>Goal #3:</b> 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.



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Westview	<b>Goal #1:</b> To improve the “Community 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.	
	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. 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.	



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HANDSWORTH FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
<b>Handsworth</b>	<b>Goal #1:</b> To increase the percentage of students demonstrating success in reading and writing, proficiency, based on final marks in Grade 10 English	<b>Goal #2:</b> To increase the percentage of students demonstrating success in mathematics, based on final marks in Grade 10 Math	<b>Goal #3:</b> 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 English 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>Canyon Heights</b>	<b>Goal #1:</b> To improve success rates in reading for K-3 students	<b>Goal #2:</b> To increase the percentage of students demonstrating a sense of social responsibility	<b>Goal #3:</b> 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 reduce the number of students who are not yet within expectations in writing as currently identified in the Writing Performance Standards.
<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 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.



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<b>Highlands</b>	<b>Goal #1:</b> To improve the reading proficiency of identified students	<b>Goal #2:</b> To improve the mathematical proficiency of identified 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 4 and 7 (2015-2016) 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 4 (2015-2016).	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>Montroyal</b>	<b>Goal #1:</b> To improve the problem-solving and leadership skills of students in all grades with a focus on monitoring those students currently in Grades 2 and 6 for problem solving	<b>Goal #2:</b> To improve students’ communication/literacy skills in writing and over the next year 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	<b>Goal #3:</b> To improve students’ proficiency in Mathematics over the next year as measured by the North Vancouver District Gr. 6 Math Assessment Report Card Data and FSA results for Gr. 4 and 7
	1.1 To increase the number of students using a problem solving framework to resolve peer conflict. Decrease the number of students requiring adult intervention to solve inter-personal problems and teach parents about the problem solving framework so that it can be reinforced at home.  1.2 Creating leadership opportunities for a broader base of students to improve engagement in school activities and to practice positive problem solving and leadership skills.	2.1 To increase the writing proficiency of students in Grade 1 to 70%, Grade 2 to 75% and Grade 4 to 65%, 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 maintain the Mathematics proficiency of students who are currently in Grade 3 at 90% as they transition into the intermediate grades. Increase the percentage of students to 80% in Grade 6 Fully Meeting or Exceeding Expectations (A or B letter grades) as measured by Report Card Data and FSA results.





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SEYCOVE FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
<b>Seycove</b>	<b>Goal #1:</b> To increase student’s sense of safety and social and emotional growth as we continue to improve our safe and caring environments for all students	<b>Goal #2:</b> To improve student engagement in their learning	<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 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.
<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 students’ respectful, responsible and safe behaviour	<b>Goal #2:</b> To increase students’ ability to demonstrate their learning successfully through digital technology	<b>Goal #3:</b> 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 playground.	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.



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School	Goal 1	Goal 2	Goal 3
<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 in Mathematics as measured by B.C. Performance Standards	<b>Goal #3:</b> 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 Increase the number of students who report feeling empowered and engaged as measured by a locally developed survey. 3.2 Increase Student sense of safety/belonging by utilizing TRIBES, Self-Regulation, and Mind Up practices.



# SCHOOL PLANS 2015-2016 – FAMILY OF SCHOOLS

SUTHERLAND FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Sutherland	<b>Goal #1:</b> To improve student literacy	<b>Goal #2:</b> To develop within students, a sense of belonging and pride, by engaging collaboratively with our educational partners within the Sutherland Family of Schools	
	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 measured by their Provincial Exam mark and their Final letter grade C+ or better.	2.1 Through collaborative engagement, Sutherland will continue to develop relationships within the Family of Schools to further build upon a greater understanding of the K-12 enterprise. Through these efforts, the schools will work collectively to kindle and elevate student's sense of belonging.	
Brooksbank	<b>Goal #1:</b> To promote an increased sense of belongingness both as individuals and as members of our school, community and society	<b>Goal #2:</b> To increase student engagement through the use of digital technology	<b>Goal #3:</b> 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.



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<b>Eastview</b>	<b>Goal #1:</b> To improve the sense of safety and belonging felt by students	<b>Goal #2:</b> To improve student achievement in reading comprehension	<b>Goal #3:</b> To increase student confidence in math
	1.1 To improve the sense of safety for students K-7 as measured the District Social Responsibility School 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 increase student confidence in math.
<b>Queensbury</b>	<b>Goal #1:</b> To provide students opportunities to become more engaged with their learning	<b>Goal #2:</b> 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.	
<b>Ridgeway</b>	<b>Goal #1:</b> To improve students' success rate in Mathematics	<b>Goal #2:</b> To improve students' success rate in reading	
	1.1 To increase by at least 20% 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 31% the number of students (from the 2012/13 grade 1 cohort) meeting or exceeding expectations by the end of grade 4.	



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WINDSOR FAMILY OF SCHOOLS			
School	Goal 1	Goal 2	Goal 3
Windsor	<p><b>Goal #1:</b> Communication Competency: To increase the number of students demonstrating success in Literacy</p>	<p><b>Goal #2:</b> Personal and Social Competency: To increase the number of students reporting that they feel they belong and are valued and respected within the Windsor school culture</p>	<p><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>
	<p>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.</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 number of students at the grade 8 and 9 level whom feel engaged, safe 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 in grade 8 and 9 as measured by an average of their term one and term two report card marks.</p> <p>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).</p>
Blueridge	<p><b>Goal #1:</b> To improve the reading and writing proficiency of students identified as being at risk of low achievement</p>	<p><b>Goal #2:</b> To improve the social-emotional well-being of students who are experiencing difficulties with self-regulation or anxiety</p>	
	<p>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).</p> <p>1.2 To increase the percentage of students in Grades 1-7, who are meeting or exceeding expectations in reading.</p> <p>1.3 To increase the percentage of students in Grades 1-7, who are meeting expectations in writing.</p>	<p>2.1 To increase students skills in identifying how they are feeling and to use the strategies taught to self-regulate.</p>	



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School	Goal 1	Goal 2	Goal 3
<b>Lynnmour</b>	<b>Goal #1:</b> To improve the Communication Competency in students K-3, particularly those “at risk” of low achievement in Literacy	<b>Goal #2:</b> To improve the Personal and Social Competency of students 4-7, particularly those “at risk” of low achievement in social responsible behaviours	<b>Goal #3:</b> To improve the Thinking Competency in students 1-3 and gr. 6, particularly those “at risk” of low achievement in Mathematics
	1.1 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 TOP and gr. 1-2 as measured by DIBELS.	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 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.
<b>Seymour Heights</b>	<b>Goal #1:</b> To improve literacy skills of students identified as “at risk” or not yet meeting grade level expectations	<b>Goal #2:</b> 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’ engagement and self-regulation through outdoor learning.	



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School	Goal 1	Goal 2	Goal 3
Mountainside	<b>Goal #1:</b> To improve student engagement and sense connectedness and belonging at school.	<b>Goal #2:</b> To improve students' experience of transitions at Mountainside, both transitioning into program, and out of program to graduation, work, or another school	
	1.1 To increase the number of students who report feeling more connected to their school and school experience, as measured by self-reporting.	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	<b>Goal #1:</b> To continue to improve student engagement in online courses through enhanced curriculum, instruction, and assessment practices.	<b>Goal #2:</b> To continue to work in partnership with mainstream secondary schools to support the academic and social/emotional learning needs of designated students taking DL courses	
	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.	