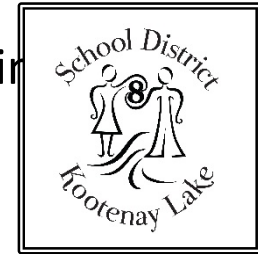


# Framework For Enhancing Student Learning School Improvement Plans 2015-16 School District #8 (Kootenay Lake)



School	Goal #1	Goal #2
<b>ARES</b>	Improve the fiction and non-fiction written output of students	Nurture a sense of belonging, calmness, joyfulness and responsibility throughout the school community
<b>Blewett</b>	To improve overall writing performance	Increase social and global responsibility through student involvement in Code of Conduct
<b>Brent Kennedy</b>	Will the focus on literacy improve our students' reading and writing?	How can we use technology to support rich learning environments?
<b>Canyon-Lister</b>	To improve reading levels in all three areas of reading – decoding, comprehension, fluency	To improve students social skills and collaborative teamwork
<b>Crawford Bay</b>	To continue to participate in the District 'Read by Three' program as well as continue to implement technology (SET) to support our students who face challenges with text-based content and math concepts	To continue to create programs driven by student interest that require the development of supporting skills and skills that develop an ability to solve problems and create things independently, and involve the community as a partner
<b>DESK</b>	Continue to up-grade and adapt our course offerings giving students more choice and swifter feedback	We are developing a competency tracking program to ensure all students develop in the manner most suited to them
<b>Erickson</b>	Explore ways to develop and deepen numeracy skills at all grade levels. Improve transitions between primary/intermediate/secondary math	Help students develop attributes of determination, self-control, optimism, curiosity and enthusiasm to improve both their emotional health and academic success

<b>Homelinks</b>	Improve student academic success in writing at all levels	Improve student academic success through community building within the school between parents, students and staff
<b>Hume</b>	For all of our students to demonstrate success in Numeracy at expected grade levels by using clear, dedicated math/language terms consistently across the grade levels	To have all of our students continue to build their resiliency by knowing math facts
<b>Jewett</b>	By providing opportunities for math for life skills, will students in a multi-age setting meet/exceed expectations according to performance standards in numeracy?	By emphasizing experiential, community-based learning, will students meet/exceed expectations of citizenship as written in the district student expectations?
<b>JVH</b>	To more clearly understand where our students are at in their literacy and numeracy understanding and to work cohesively as a team to meet needs across the ages/grades	To increase the number of students who are visibly taking ownership of their own learning. To shift towards scaffolding and building capacity in our students as learning leaders.
<b>LV Rogers</b>	In a high school setting, will planning for the new BC curricula by staff change our view of teaching and students' view of learning?	Can we provide learners with strategies to succeed: ie. Life-long learning skills, self-advocacy, mindfulness rather than an emphasis looking at achievement based solely on marks?
<b>MSSS</b>	Creating a strong core vision for the school and build in long and short term actions to move forward collectively, respectfully, and thoughtfully	
<b>PCSS</b>	Continue to provide a wide range of Math programming to our students, and the supports required to be effective. To have consistent, team supported expectations that guide student learning.	To improve and extend the meaningful involvement of family members in the education of students and cultural life of the school.
<b>Redfish</b>	Will continued work on the new science curriculum with a focus on outdoor education improve student achievement	Will continued work on place-based learning with a focus on outdoor education improve in-class self regulation?

<b>Rosemont</b>	To develop competencies in math facts and math problem solving	To encourage the transfer of math skills to real life learning
<b>Salmo Elem-Sec</b>	To develop students' academic success to ensure: Each student will possess the knowledge, skills and attitudes required for academic success, and be effectively prepared for life, work and further learning. All learners will be challenged according to their individual potential. All students will develop a confidence to advocate for their personal learning needs.	We aim to empower our students to be resilient and successful by developing healthy lifestyles that include peaceful interactions and personal well-being.
<b>South Nelson</b>	Will school-wide literacy groups positively impact student achievement in literacy?	Will an inquiry process in a multi-age setting facilitate student self-regulation and ownership for their own behaviour?
<b>Trafalgar</b>	Increase achievement in writing	Increase student engagement in, ownership and personal responsibility for their learning
<b>WEG</b>	Will teaching students to self-evaluate their writing with the use of performance standards result in improved performance?	Will involving our students in community and multi-disciplinary project based learning and using outdoor education as a foundation for learning, increase engagement and achievement?
<b>Wildflower</b>	Improve math literacy in our school	By being in touch with our central selves, we will explore the mysteries of teaching and learning through "The Art of Possibility"
<b>Winlaw</b>	To identify areas of weakness in reading and increase proficiency in comprehension, accuracy, fluency and efficiency	To encourage environmental stewardship with a school wide environmental education program called Winlaw WILD (Winlaw Indigenous Leadership Development)
<b>Yahk</b>	Concentrate on creating a strong sense of Citizenship by addressing social responsibility and emotional wellness	Science experiments, activity centers and weekly Genius Hour class