

NETWORK OF PERFORMANCE BASED SCHOOLS
2010-11 School Questions *updated Jan 3, 2011*

PERFORMANCE STANDARDS: READING (RE), WRITING (WR), NUMERACY (NU), SOCIAL RESPONSIBILITY (SR), ELEMENTARY SCIENCE (SC)

School	District	Question	PS	Partner School/SD
Steeples Elementary	#05 Southeast Kootenay	To what extent will student achievement increase when using a set problem solving strategy to solve word problems, as measured by the BC performance standards in mathematics?	NU	École T M Roberts Elementary, #05 Southeast Kootenay, and Eileen Madson Primary, #06 Rocky Mountain
T M Roberts Elementary	#05 Southeast Kootenay	To what extent will student achievement increase when using a set problem solving strategy to solve word problems, as measured by the BC performance standards in mathematics?	NU	Steeples Elementary, #05 Southeast Kootenay, and Eileen Madson Primary, #06 Rocky Mountain
Eileen Madson Primary	#06 Rocky Mountain	Will student understanding and achievement improve if all teachers and students use set strategies (Trevor Calkins), SMART mental imaging and the BC performance standards scoring guide for Problem Solving to teach and assess problem solving in math in all grades (K -3)?	NU	Steeples Elementary and T M Roberts Elementary, #05 Southeast Kootenay
Blewett Elementary	#08 Kootenay Lake	To what degree will a focus on cross-grade coaches using AFL strategies (clear learning intentions, criteria and descriptive feedback) increase the number of students fully meeting or exceeding expectations in reading?	RE	TBD
Mount Sentinel Secondary	#08 Kootenay Lake	<i>Essential Question:</i> How will a collaborative focus on an Assessment IS Learning Mindset, as outlined in our school growth plan, effect ownership of learning with our students and staff? <i>Our Inquiry:</i> Does descriptive feedback and comment only marking improve learning and as a result contribute to developing ownership of learning?	Comment only - feedback	Rockridge Secondary, #45 West Vancouver
South Nelson Elementary	#08 Kootenay Lake	Will the "Jeannie DeBoice", strategy based program for learning basic facts increase student achievement in basic facts and in problem solving as measured by the B.C. performance standards?	NU	Brent Kennedy Elementary, #08 Kootenay Lake
Trafalgar Middle School	#08 Kootenay Lake	Will the use of Adrienne Gear's non-fiction reading strategies combined with Damien Cooper's INTU (I Need to Understand) format, improve non-fiction reading comprehension in students as measured by the BC performance standards?	RE	Kinnaird Elementary #20 Kootenay Columbia, Winlaw Elementary and South Nelson Elementary, #08 Kootenay Lake
Winlaw Elementary	#08 Kootenay Lake	Will readiness to learn improve if students co-create criteria and are involved in activities related to the social responsibility performance standard- Exercising Democratic Rights and Responsibilities?	SR	TBD
Edgewood Elementary	#10 Arrow Lakes	Will teaching math in an outdoor setting using real life examples and problems increase student learning and engagement in a multi grade classroom?	NU	Nakusp Elementary, #10 Arrow Lakes
Nakusp Elementary	#10 Arrow Lakes	Will connecting the daily math objective and real life experiences, lead to an improvement in grade 6/7 student attitudes toward math?	NU	Lucerne Elementary, #10 Arrow Lakes

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Nakusp Secondary	#10 Arrow Lakes	Will reading about, discussing, and taking action on current events, followed by reflection on their significance to personal and world issues, increase student performance as measured by the B.C. Performance Standards in Social Responsibility: Contributing to Classroom and School Community?	SR	Nakusp Elementary, #10 Arrow Lakes
Twin Rivers Elementary	#20 Kootenay Columbia	Does using "Non Fiction Reading Power", strategies by Adrienne Gear improve a student's ability to write relevant ideas and information using non fiction text?	RE	
B X Elementary	#22 Vernon	Will students reach a deeper more insightful level of comprehension when responding to reading with written responses when using structured talk (A/B partner talk) and SMART Learning Tools?	RE	Beairsto Elementary, #22 Vernon
Coldstream Elementary	#22 Vernon	Through development of multi-age groupings and the creation of activities for these groups, can the appreciation for diversity within our school be strengthened, and social responsibility, both school community and globally be enriched, whereby an improvement will be noted on the BC performance standards social responsibility rubric as measured in November and again in June?	SR	Silver Star Elementary, #22 Vernon
J W Inglis Elementary	#22 Vernon	Can we show a 5% increase in the number of intermediate students meeting or exceeding expectations in writing "style"?	WR	TBD
Kalamalka Secondary	#22 Vernon	If we model and explicitly teach students to become aware of the different levels of questions and have them practice asking higher order or 'deeper' questions, will it improve their ability to comprehend text?	RE	Cilaire Elementary, #68 Nanaimo Ladysmith
Mission Hill Elementary	#22 Vernon	Based on the performance standard for reading will Reading Coaching help to improve reading for the grade 2 students and the reading level of those grade 7 students who are reading well below their grade level?	RE	Alexis Park Elementary, #22 Vernon
Belgo School	#23 Central Okanagan	Will using "Excellence in Writing" as a main writing strategy produce year end results that reflect a greater number of students meeting or exceeding expectations as measured by the FSA and school-wide write?	WR	A S Matheson, #23 Central Okanagan
Helen Gorman Elementary	#23 Central Okanagan	Will structured lessons emphasizing three elements: 1) the identification of a specific characteristic or trait of Social Responsibility; 2) translating said characteristic into identifiable actions or behaviours; 3) self-assessment of the characteristic focused on, help develop in students more socially responsible attitudes and behaviours?	SR	Muriel Mould Elementary, #91 Nechako Lakes
Peter Greer Elementary	#23 Central Okanagan	1) Will the use of positive recognition (verbal acknowledgement and reward systems), grounded in a school-wide understanding of six chosen virtues and "using self-control", improve a sense of belonging, pride and ownership in the school community amongst students?	SR	Highland Secondary, #71 Comox Valley

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Peter Greer Elementary	#23 Central Okanagan	Will the use of an iPod Touch with the Dragon Dictates application improve the independent writing skills of students with a designated Learning Disability, as measured by the School Wide Write (scored using BC Performance Standards) and teacher and student perceptions of ability?	WR	Springvalley Elementary, #23 Central Okanagan
Springvalley Elementary	#23 Central Okanagan	Will using Dragon Dictates on iPod touches increase students with dysgraphia or written output learning disabilities independent written output?	WR	Peter Greer Elementary, #23 Central Okanagan
Springvalley Middle School	#23 Central Okanagan	Will using Literature Circles that encourage more discussion, visualizing and making connections help to increase student achievement, engagement and relevance?	RE, WR	Constable Neil Bruce, #23 Central Okanagan
Watson Road Elementary	#23 Central Okanagan	Can using the 6 + 1 Traits as a teaching strategy have a positive impact on student performance in the school wide write as measured by the BC performance standards in writing?	WR	C M Finch Elementary, #60 Peace River North
Kersley Elementary	#28 Quesnel	Will the use of learning intentions, descriptive feedback, and questioning in multi-age partnered, game-based math activities improve the numeracy skills of students?	NU	Red Bluff Lhtako Elementary, #28 Quesnel
Red Bluff Lhtako Elementary	#28 Quesnel	Will using the AFL strategies of stating learning objectives, setting criteria, self and peer assessment improve intermediate students' non-fiction reading comprehension and primary students' writing for meaning as measured by the BC performance standards?	RE, WR	Riverview Elementary, Voyageur Elementary & Carson Elementary, #28 Quesnel
Riverview Elementary	#28 Quesnel	Will improving students' ability to reflect (one of the big 6 strategies) improve their academic achievement as measured by the BC performance standards?	RE, WR, NU	working with a group of four schools in #28 Quesnel
RC Garnett Demonstration Elementary	#35 Langley	Will having older buddies listening to grade 1 students read math books and doing related math activities with them improve all students' performance in numeracy as measured using the performance standards?	NU	TBD
Kennedy Trail Elementary	#36 Surrey	Will the use of Smart Board technology have a positive impact on the reading comprehension skills of grade one students?	RE	TBD
Maple Green Elementary	#36 Surrey	Will the use of <i>one on one</i> intervention strategies, twice a week, affect the learning of kindergarten students by reducing the range of achievement for the PLO's associated with number patterns and relations?	NU	TBD
Sullivan Heights Secondary	#36 Surrey	How will giving feedback instead of marks improve student performance in English 12, Geography 12, Foods 9, Math 11, and Info Tech 8?	RE, WR, NU	TBD
Tamanawis Secondary	#36 Surrey	How will the use of student generated rubrics, based on the performance standards for writing, impact the quality of their journal writing in response to prompts based on their silent reading books?	WR	TBD
Rockridge Secondary	#45 West Vancouver	Through formative assessment can students effectively identify their areas of strengths and weaknesses and establish an effective plan for improvement?	Blend ed	Mark R Isfeld Secondary, #71 Comox Valley

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Mamquam Elementary	#48 Sea to Sky	To what extent will the use of a formative assessment tool <ul style="list-style-type: none"> ▪ based on the BC performance standards ▪ that asks students to explain their thinking with words, pictures, numbers, chart, ▪ as well as through connections to the world or their everyday lives improve student confidence and performance in meeting the requirements of the new math curriculum.	NU	Squamish Elementary, #48 Sea to Sky
Myrtle Philip Community School	#48 Sea to Sky	Can we improve intermediate students' expository writing with the use of performance standards and self-assessment strategies?	WR	TBD
Squamish Elementary	#48 Sea to Sky	How will the use of literature/real life situations and manipulatives help students improve their problem-solving skills? How can we use the ANIE performance-based assessment to plan for instruction?	NU	Mamquam Elementary, #48 Sea to Sky
Valleycliffe Elementary	#48 Sea to Sky	Will we see growth in our student's writing if we focus on setting learning intentions, develop clear criteria for success and provide regular, thoughtful, descriptive feedback in our classrooms?	WR	Garibaldi Highlands Elementary, #48 Sea to Sky
Bella Coola Elementary	#49 Central Coast	How will the use of learning intentions, clear criteria, and descriptive feedback improve Kindergarten students' ability to write and represent as measured by the Kindergarten Writing Rubric (English Language Arts IRP)?	WR	Acwosalcta School, First Nations School, Bella Coola
George M Dawson Secondary	#50 Haida Gwaii	Will a focus on self-assessments and related goal setting strategies improve student writing?	WR	Rockridge Secondary, #45 West Vancouver
Dr D A Perley Elementary	#51 Boundary	Will students' ability to get along with others improve by having them regularly complete lessons in conflict resolution and by providing immediate intervention to resolve conflicts as determined by regular surveys completed by parents and students throughout the school year?	SR	John A Hutton Elementary, #51 Boundary
Charles Hays Secondary	#52 Prince Rupert	Will a focused, skill-based reading group approach at the Grade 8 level significantly improve each student's individual literacy level?	RE	TBD
Pacific Coast School	#52 Prince Rupert	Will students' oral language skills improve according to the locally developed oral language rubric based on the oral language checklists provided in the BC IRPs, through direct in instruction in TREC (Teamwork, Respect, Environment and Community)?	Oral Lang	Roosevelt Elementary, #52 Prince Rupert
Port Edward Elementary	#52 Prince Rupert	To what degree will readers who begin in one of twenty-six levels, improve their fictional reading comprehension through a personal goal-setting process?	RE	District Support Services - School Counselor, #52 Prince Rupert
Prince Rupert Secondary	#52 Prince Rupert	Will increasing our awareness of diverse student levels of comprehension and engagement using strategies such as Aboriginal cognitive tools and differentiated instruction improve student investment in their own learning?		Lax Kxeen Elementary & Hartley Bay School, #52 Prince Rupert

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Houston Secondary	#54 Bulkley Valley	How can project and inquiry based learning improve student achievement, motivation and ownership?		Smithers Secondary, #54 Bulkley Valley
Houston Secondary	#54 Bulkley Valley	Will creating performance standards related to the Learning Outcomes with students and practicing self-assessment using those standards lead to increased achievement for all students in PE and Drama classes?	PE, Arts	Smithers Secondary, #54 Bulkley Valley
Muheim Memorial Elementary	#54 Bulkley Valley	How will learning to compose math stories improve the ability of French Immersion kindergarten students to represent their thinking orally, pictorially, symbolically and with concrete objects?	NU	Walnut Park and Telkwa Elementary Schools, #54 Bulkley Valley
Smithers Secondary	#54 Bulkley Valley	Can inquiry based learning improve the English skills of high school students, and impact student motivation and ownership?	RE, WR	Houston Secondary, #54 Bulkley Valley
Twain Sullivan and Silverthorne Elementary	#54 Bulkley Valley	Will teaching students self assessment strategies improve their understanding of concepts that are taught and make them more independent learners?		
Telkwa Elementary	#54 Bulkley Valley	Will student achievement in problem solving improve if new concepts are introduced and supported with literature, if they work collaboratively with others, and if they are provided with descriptive feedback?	RE, WR	Muheim Elementary, #54 Bulkley Valley
Foothills Elementary	#57 Prince George	Will the co-construction and explicit teaching of cognitive "deep learning" strategies (e.g. making connections, questioning, visualizing, inferring, determining importance, and synthesizing) embedded in formative assessment (e.g. providing learners with clarity about learning intentions, providing and co-developing with learners the criteria for success in student-friendly language, and involving learners in self/peer assessment) result in improved student performance and self-monitoring in reading comprehension and writing?	RE, WR	Glenview Elementary, #57 Prince George
Glenview Elementary	#57 Prince George	How will using the six formative assessment strategies help our students develop metacognition of learning and establish inquiry mindedness as a way of learning?		Prairiedale Elementary #91 Nechako Lakes, and Foothills Elementary, #57 Prince George
Harwin Elementary	#57 Prince George	Will using BC performance standards and the ANIE Jr assessment tool help move Grade One (and some Kindergarten) learners forward in the problem-solving strand of numeracy?	NU	Ron Brent Elementary and Glenview Elementary, #57 Prince George
Heather Park Elementary	#57 Prince George	Will grade two students familiar with metacognitive strategies and the use of the six formative assessment strategies be able to coach grade five students new to both metacognitive and formative assessment strategies to a better understanding of both skill sets? At what point will the older learners begin to take the lead?	RE, WR	Glenview Elementary School
Southridge Elementary	#57 Prince George	Will a focused approach on teacher professional learning improve student understanding of how to make and use meaningful connections? Will student comprehension increase as measured by the BC reading performance standards?	RE	TBD

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Diamond Vale Elementary	#58 Nicola Similkameen	Will using the result of the Diagnostic Math assessment to identify class learning targets, and the development and implementation of specific learning activities to meet those targets, result in significant improvement in students math performance?	NU	Giant's Head Elementary, #67 Okanagan Skaha
Central Middle School	#59 Peace River South	When provided with time to read and a selection of trade fiction from which to choose from, will the reading levels of at-risk adolescent readers improve?	RE	Tumbler Ridge Elementary, #59 Peace River South
Tumbler Ridge Elementary	#59 Peace River South	What impact does the explicit teaching of audience have on student inclusion of beginning, middle and end in their writing?	WR	TBD
Alwin Holland	#60 Peace River North	To what extent will using Tribes Learning Communities and Positive Behaviour Supports processes and strategies help build classroom community, improve problem-solving abilities and increase learning time?	SR	Charlie Lake, Robert Ogilvie & Taylor Elementary Schools, Prespatou Elementary-Secundary, North Peace Secundary, First Nations Education Centre
Bert Bowes Middle School	#60 Peace River North	Will the teaching of meta-cognition skills and the use of descriptive feedback during the writing workshop help students improve their writing skills, as measured by the BC performance standards for Personal and Impromptu Writing?	WR	Langdale Elementary, #46 Sunshine Coast, French Creek Community School, #69 Qualicum, Houston Secundary, #54 Bulkley Valley
C M Finch Elementary	#60 Peace River North	Will direct teaching of the writing traits and using formative assessment techniques improve student writing as measured by the BC writing performance standards?	WR	Watson Road Elementary, #23 Central Okanagan
Charlie Lake Elementary and Baldonnel Elementary	#60 Peace River North	Will teaching the grades 2 and 3 mathematics curricula (the Prescribed Learning Outcomes or PLO's) as laid out in the BC Integrated Resource Package (IRP) primarily through a problem-solving based method allow the children in the classroom to make the equivalent of a full year's growth in math learning by the end of the year?	NU	Albert McMahon Elementary, #75 Mission
Prespatou Elementary Secundary	#60 Peace River North	Will focusing on making connections and finding evidence in non-fiction reading improve students' reading comprehension?	RE	Robert Ogilvie Elementary, #60 Peace River North
Robert Ogilvie Elementary	#60 Peace River North	Will an increased focus on Adrienne Gear's Reading Power Strategies and specific descriptive feedback result in improved understanding and the ability to demonstrate it, measured by the QCA (Quick Comprehensive Assessment) and BC Performance standards for Reading Literature?	RE	Charlie Lake Elementary, #60 Peace River North
Campus View Elementary	#61 Greater Victoria	Will involving students in personalized science exploration improve student procedural writing in the areas of meaning and form?	WR	Ecole Macaulay Elementary, #61 Greater Victoria
Cloverdale Traditional School	#61 Greater Victoria	Will we see growth in student word knowledge and spelling skills with the use of the Words Their Way program, across grades, while working in homogeneous groupings?	RE, WR	TBD

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Frank Hobbs Elementary	#61 Greater Victoria	Will the implementation of structured A/B partner talk and SMART learning coaching cards improve student personal writing, compared to those elicited from a cold write, as measured by the BC performance standards?	WR	TBD
George Jay Elementary	#61 Greater Victoria	By using the specific strategies of picture word induction and partner picture talk, will student performance in writing improve according to B.C. performance standards?	WR	TBD
Macaulay Elementary	#61 Greater Victoria	How will students writing skills (performance standards focus – Meaning - grades 2-5) improve through the use of the side-by-side Plan/Teach/Reflect cycle for Professional Learning, and teachers' personalized inquiry foci (clear learning intentions (goals), co-constructed criteria, and on-going descriptive peer and teacher feedback)?	WR	
Mount Douglas Secondary	#61 Greater Victoria	With relationship to the BC performance standards for social responsibility (grades 8 to 10), do students who participate on school related sports' teams meet the outcomes more readily than their counterparts? Do these students have, based upon the performance standards as assessment for learning, an increased sense of community?	SR	TBD
Quadra Elementary	#61 Greater Victoria	Will using the Fast ForWord Program improve ESL/ESD students' reading performance as measured by the ESL reading performance standards? Will attitudes towards learning improve is students are given an alternate format to learn how to read?	RE	Lansdowne Middle School, #61 Greater Victoria
Rogers Elementary	#61 Greater Victoria	Will incident reports for playground behavior decrease? Will students' improve their ability to solve problems following explicit teaching? Will explicit teaching of self regulation strategies help students' improve their ability to stay calm when experiencing difficulties on the playground?	SR	TBD
Torquay Elementary	#61 Greater Victoria	Will student writing achievement improve (based on the writing for information rubric) when students are engaged in the topic (through personal topic section) and given continuous feedback throughout the learning process?	WR	TBD
Victoria West Elementary	#61 Greater Victoria	Will posting student writing samples in the classroom in conjunction with the implementation of the 6 + 1 Traits of Writing (specifically using picture books for teaching the traits) help the students develop and share criteria for success to improve 'Meaning' in the Personal and Impromptu writing performance standard?	WR	Willow Elementary, #61 Greater Victoria
View Royal Elementary	#61 Greater Victoria	How can the spelling program, Words Their Way, be used in a game format to encourage learning through play?	RE, WR	TBD
Willows Elementary	#61 Greater Victoria	Will explicitly teaching the six traits of writing (as per the I.R.P outcomes) over a two year period improve student achievement as measured by the Performance Standards?	WR	Victoria West Elementary, #61 Greater Victoria

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Doncaster Elementary	#61 Greater Victoria	Does involving the Kindergarten students in developing and then implementing clear criteria around structured talk and social language affect literacy outcomes?	RE, WR	TBD
Willway Elementary	#62 Sooke	Will focusing on healthy viewing habits help promote respect/empathy towards others?	SR	TBD
Stelly's Secondary	#63 Saanich	Will the year long grade 9 program increase student achievement in reading, writing, numeracy and science? Will there be a difference in the achievement based on the number of teachers that a student has for core subjects and if these teachers collaborate in their planning? Will students experience an increased sense of belonging in their first year at Stelly's because of the year long program?	RE, WR, NU, SC	Bayside Middle School, #63 Saanich
Carmi Elementary	#67 Okanagan Skaha	If we identify and implement specific research-based school-wide strategies, structures and frameworks, will we see students' reading and writing achievement (fluency, decoding and comprehension) improve over the next three years?	RE, WR	Kaleden Elementary, #67 Okanagan Skaha
Home Learners' Program	#67 Okanagan Skaha	Will using specific strategies to communicate and connect with students at risk for school failure lead to improved student achievement and connectedness, as measured by the BC performance standards in social responsibility?	SR	Kaleden Elementary and Carmi Elementary, #67 Okanagan Skaha
Kaleden Elementary	#67 Okanagan Skaha	If our school staff encourages students to ask for help when experiencing social problems, and if our staff coaches students on the appropriate language and strategies to use in those difficult social situations, will we see an increase in positive student interactions as measured by the Solving Problems in Peaceful Ways and the Valuing Diversity and Defending Human Rights aspects of the Social Responsibility Performance Standards?	SR	Carmi Elementary & Home Learners' Program, #67 Okanagan Skaha
McNicoll Park Middle School	#67 Okanagan Skaha	If students are provided with a meaningful, timely, and context-oriented curriculum, based around teaching ethics, kindness, community, and compassion (the social responsibility performance standards), will social responsibility increase within our student body?	SR	Penticton Secondary, #67 Okanagan Skaha
Parkway Elementary	#67 Okanagan Skaha	Will using the Social Responsibility Performance Standards "Contributing to Others" and "Solving Problems in a Peaceful Way" and the student friendly self assessment forms improve student behavior in the classroom and on the playground in 2010/2011?	SR	Kaleden Elementary, SD #67 Okanagan Skaha
Bayview Elementary	#68 Nanaimo Ladysmith	Will providing students with a variety of field trips and in-school experiences improve language development in oral and written communication?	WR	Fairview Elementary, #68 Nanaimo Ladysmith

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Brechin Elementary	#68 Nanaimo Ladysmith	Year two: Will a continued school-wide focus of the Blended Structure and Style Writing Program (with the addition of the Narrative Writing component) improve school wide writing performance as measured by the BC performance writing standards?	WR	Fairview Elementary, #68 Nanaimo Ladysmith
Coal Tye Elementary	#68 Nanaimo Ladysmith	Which tools and processes help our students most with learning?		Randerson Ridge Elementary, #68 Nanaimo Ladysmith
Davis Road Elementary	#68 Nanaimo Ladysmith	Will creating a community of learners improve student achievement and engagement in language-based numeracy as measured by the BC performance standards in numeracy and the BC performance standards in healthy living? Will creating a community of learners improve student achievement and engagement in language-based numeracy as measured by the BC Performance Standards in Numeracy and the BC Performance Standards in Healthy Living?	NU, HSN	Quarterway, Pauline Haarer, Hammond Bay, and South Wellington Elementary, #68 Nanaimo Ladysmith
Dover Bay Secondary	#68 Nanaimo Ladysmith	How will developing a community of learners foundation with vulnerable students in Literacy 8 and Literacy 9 classes, support student engagement and ownership of learning and result in improved literacy skills?	RE, WR	TBD
Forest Park Elementary	#68 Nanaimo Ladysmith	Will students' reading comprehension improve by participating regularly in Literature Circle conferences as outlined in Grand Conversations?	RE, WR	Cilaire Elementary, #68 Nanaimo Ladysmith
Hammond Bay Elementary	#68 Nanaimo Ladysmith	Will the implementation of Adrienne Gear's <u>Reading Power</u> , reading comprehension strategies, help to develop our grade 3 to 7 students' competence in reading in French? Will this direct instruction and increased amount of time spent reading and discussing French books of the students' choice during class time improve the students' confidence and encourage a more positive attitude towards reading in French for pleasure?	RE	Quarterway Elementary, #68 Nanaimo Ladysmith
Randerson Ridge Elementary	#68 Nanaimo Ladysmith	How will developing a community of learners concept, in multiple classrooms, support student engagement and ownership of learning and result in improved literacy skills across the curriculum?	RE, WR	TBD
South Wellington Elementary	#68 Nanaimo Ladysmith	Will the application of Adrienne Gear's <u>Reading Power</u> strategies to mathematical <i>concept development</i> improve student achievement in primary and intermediate classes in <i>language-based numeracy</i> as measured by the BC performance standards for numeracy?	NU	École Quarterway Elementary, École Davis Road Elementary, #68 Nanaimo Ladysmith

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False Bay School	#69 Qualicum	Will the use of positive forward-moving descriptive peer feedback effectively improve students' writing within the school-wide "Six Traits Writing Program" as assessed through the BC performance standards?	WR	Qualicum Beach Elementary and French Creek Elementary, #69 Qualicum
Kwalikum Secondary	#69 Qualicum	Will students be able to demonstrate increased written synthesis of text by adding specific comparison language to the Writing Rubric for Grade 10 -12 students?	WR	Highland Secondary, #71 Comox Valley
Nanoose Bay Elementary	#69 Qualicum	Does embedding student self-assessment in writing assignments improve student achievement in written language?	WR	View Royal Elementary, #61 Greater Victoria
Alberni Elementary	#70 Alberni	Will using French Math Centres increase grade 2 French Immersion student achievement in numeracy?	NU	Eighth Avenue Elementary, #70 Alberni
Alberni Elementary	#70 Alberni	Will participation in the <i>Who is Nobody?</i> program motivate students to become more engaged with the local community, enabling them to: a) increase their knowledge of "ways to deal with school or community issues" and to identify a greater number of strategies to help b) demonstrate "a clear sense of responsibility in the classroom and an emerging sense of idealism" * quotes taken from the meeting and exceeding sections of the Grade 1 social responsibility performance standards	SR	John Howitt Elementary, #70 Alberni and Nakusp Elementary, #10 Arrow Lakes
E J Dunn Middle School	#70 Alberni	Will the explicit use of colour-coding improve student's comprehension as assessed by the reading for information performance standards?	RE	Maquinna Elementary, #70 Alberni
Maquinna Elementary	#70 Alberni	Will the use of technology and new computer text-to-speech software improve reading levels as assessed by the performance standards?	RE	Wood Elementary, Ucluelet Elementary & Alberni Elementary, #70 Alberni
Neill Middle School	#70 Alberni	Will the use of interactive technological tools improve students' improve student engagement and support their learning in Math 7 and Math 8 problem solving skills as measured by the Technology and Math performance standards?	NU	Mission Secondary, #75 Mission
Wood Elementary	#70 Alberni	Will the implementation of Precision Reading 5 days/week increase the students' performance on the benchmark assessment using the appropriate grade level performance standards to assess?	RE	TBD
Airport Elementary	#71 Comox Valley	Will the intentional use of Reading Power Strategies (connections, questioning and determining importance) embedded with the use AFL strategies (learning intentions, descriptive feedback and co-constructed criteria) improve student's ability to use organization and details in genre specific non-fiction writing as measured by the performance standards?	RE	Puntledge Park Elementary, #71 Comox Valley

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Cumberland Elementary	#71 Comox Valley	Will the use of trait-based explicit instruction, using the 6+1Traits of Writing and the AFL strategies (learning intentions, co-constructed criteria), improve student's memoir writing as measured by the performance standards?	WR	Puntledge Park, Airport, Royston and Miracle Beach Elementary Schools, #71 Comox Valley
Highland Secondary	#71 Comox Valley	Will using formative assessment strategies, including the BC performance writing standards <i>to communicate information</i> (memoir writing), help improve Grade 8 and Grade 9 student's writing in the area of memoirs, as well as Grade 10 factual writings in Social Studies?	WR	Kwalikum Secondary, #69 Qualicum and Mark Isfeld Secondary, #71 Comox Valley
Mark R. Isfeld Secondary	#71 Comox Valley	Through formative assessment can students effectively identify their areas of strengths and weaknesses and establish a plan for improvement?		Highland Secondary, #71 Comox Valley and Rockridge Secondary, #45 West Vancouver
Miracle Beach Elementary	#71 Comox Valley	Will collaborative team-teaching and flexible groupings, focused on the use of formative assessment strategies and targeted lessons, improve student performance and engagement, as measured by the performance standards in the number concepts strand?	NU	Airport Elementary and District Numeracy Teacher, #71 Comox Valley
Puntledge Park Elementary	#71 Comox Valley	Will the use of formative assessment strategies and performance standards improve the writing skills of our students?	WR	Airport Elementary and Miracle Beach Elementary, #71 Comox Valley
École des Deux Mondes Elementary	#72 Campbell River	Will cross grade coaching through math problem solving enable students to improve their work habits?	NU	École Willow Point Elementary, #72 Campbell River
Penfield Elementary	#72 Campbell River	Will regular practice with active, creative, hands-on problem-solving explorations (using a variety of materials, topics, and approaches such as in the Destination Imagination Instant Challenges) help our students to become better problem-solvers in Math?	NU	Robron Centre – teachers of the gifted program, #72 Campbell River
Ripple Rock Elementary	#72 Campbell River	How does involving students in the assessment process improve student engagement in music, achievement and performance ability in intermediate students?	Arts: music	CR Music Teacher Association (district music teachers), #72 Campbell River
Sandowne Elementary	#72 Campbell River	Will using the First Steps in Math diagnostic tasks and corresponding learning activities improve the math understandings of our students who are not meeting expectations in the areas of numeracy and operations?	NU	Pincrest Elementary, #72 Campbell River
Albert McMahon Elementary	#75 Mission	Will using a regular, structured, unified math problem solving approach for grades 6 and 7 improve student confidence and academic achievement in math?	NU	Hatzic Elementary, #75 Mission
Hatzic Elementary	#75 Mission	Will having students present math problems and solutions to their families at home help to improve their attitudes towards problem solving?	NU	Albert McMahon Elementary, #75 Mission
Bench Elementary	#79 Cowichan Valley	Will the explicit implementation of Assessment for Learning practices improve student achievement in Reading?	RE	TBD

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Chemainus Elementary	#79 Cowichan Valley	Will implementing specific research-based, literacy strategies, structures and frameworks from SMART Learning, improve student reading achievement?	RE	TBD
Chemainus Secondary	#79 Cowichan Valley	Will improving curriculum delivery through AFL increase at risk students' success with intentions of becoming life long learners?		TBD
Discovery Elementary	#79 Cowichan Valley	Will using an outline and criteria support improvement in paragraph writing (descriptive and for information)?	WR	TBD
Lake Cowichan Open Learning	#79 Cowichan Valley	Will the use of the B.C. connectedness rubric and performance standards as part of students' IEP and student learning plans improve student achievement and connectedness to school?	SR	TBD
Lake Cowichan Secondary	#79 Cowichan Valley	To what degree does providing students with ongoing descriptive feedback improve their ability to read for information?	RE	Mount Prevost Middle School & Quamichan Middle School, #79 Cowichan Valley
Mount Prevost	#79 Cowichan Valley	What will students learn about school connectedness and healthy relationships by participating in whole school Advisory activities?	SR	TBD
Quamichan Middle School	#79 Cowichan Valley	In what ways does using descriptive feedback across the curriculum increase (grade 8) students' feelings of school connectedness?	SR	TBD
Kyuquot Elementary Secondary	#84 Vancouver Island W	To what degree will a focus on making connections, using Adrienne Gear's Reading Power, increase students' engagement and give them a deeper understanding of the text?	RE	Prespatou Elementary Secondary, #60 Peace River North
Sunset Elementary	#85 Vancouver Island North	In what ways will student impromptu writing improve when using performance standards rewritten by students into a check list used for self and peer assessing?	WR	Alert Bay Elementary, #85 Vancouver Island North
Fort Fraser Elementary	#91 Nechako Lakes	If students review the fall DART questions and criteria, and work together to produce "exceeding expectations" answers, will their spring DART results improve?	RE	Glenview Elementary, #57 Prince George
Fraser Lake Elementary Secondary	#91 Nechako Lakes	Will working in small groups of three to five students, focusing on identifying main ideas and supporting details, improve students reading comprehension?	RE	William Konkin Elementary, #91 Nechako Lakes
Fraser Lake Elementary Secondary	#91 Nechako Lakes	Will using learning intentions and criteria to teach caring behavior improve social responsibility?	SR	Mouse Mountain Elementary, #91 Nechako Lakes
Mapes Elementary	#91 Nechako Lakes	Will staff collaboration, at Mapes Elementary School, focused around developing and using specific learning outcomes and criteria influence student success in writing, as assessed using the BC performance standards?	WR	Prairiedale Elementary, #91 Nechako Lakes
Mouse Mountain Elementary	#91 Nechako Lakes	Will grade three reading comprehension improve with explicit instruction of main ideas and details and the use of the following formative assessment strategies: * Use of learning intentions in child-friendly language * Use of teacher/student criteria setting *Activating students as learning and teaching resources for each other?	RE	Fraser Lake Elementary Secondary School, #91 Nechako Lakes

NETWORK OF PERFORMANCE BASED SCHOOLS
2010-11 School Questions *updated Jan 3, 2011*

School	District	Question	PS	Partner School/SD
Prairiedale Elementary	#91 Nechako Lakes	Will working in a teacher learning community at Prairiedale Elementary School focusing on using learning intentions and criteria with student writing influence the quality of students' writing as assessed by the B.C. performance standards and help develop student ownership of their writing?	WR	Mapes Elementary, #91 Nechako Lakes
Sinkut View Elementary	#91 Nechako Lakes	Will working with our local First Nations communities enhance student understanding of ecology and the sustainability of our local natural resources?	SC	W.L. McLeod Elementary, #91 Nechako Lakes
Aspengrove School	Ind - #68 Nanaimo Ladysmith (Lantzville)	How will the use of literature/real life situations, open ended questions and an increased focus on communicating in math (both orally and in writing) effect students confidence and performance in math class?	NU	TBD
University of Northern British Columbia	Terrace Campus	How will the continued development of a mentoring program with coaches from NPBS help to: a) increase teacher candidate's belief in and use of formative assessment strategies; and b) contribute to the capacity of networked learning communities, as indicated by extending the social responsibility performance standards, with a focus on <i>contributing to the classroom and school community and exercising democratic rights and responsibilities?</i>	SR	University of Northern British Columbia (Terrace Campus), University of Vancouver Island (Nanaimo Campus), University of British Columbia (B. Ed, West Kootenay Campus)