

# Inquiry Foci

Each year, SD27 educators embark on inquiry work to improve teaching and learning. While most inquiries are site based, there are also a growing number of projects that teachers at different schools participate in. The tables below provide information about the school or project, inquiry questions, key words/tags and a contact name for each project.

Key word searches are possible. Use the 'Find' or 'Search' tool to enter a key word from the list below. This will allow you to narrow down your search to those inquiries closely matching your interests. Key words include:

7 Habits, 21<sup>st</sup> Century skills

Aboriginal, A/B partner, achievement, adaptation, Adrienne Gear, anchor chart, assessment, attendance, attitude, authoring  
Background knowledge, balanced literacy, behaviour, best practice, Brokenleg

CAFÉ, choice, clarity, collaboration, communicate learning, co-planning, comprehension, conferring, confidence, course  
completion, critical thinking, culture

Daily 3, Daily 5, daily writing, depth of understanding, descriptive feedback, descriptive writing, detail, differentiation, digital  
portfolio, discussion, diversity

Equity, engagement, enjoyment, environmental awareness, explicit instruction, expressive language

First Nations, First Peoples Principles of Learning, formative assessment, framework, FreshGrade

Goal setting, Grad Portfolio, grit, Guided Math

Hands-on

I can, Inclusion, independence, individualizing instruction, interpersonal skills, iPad

Leader in Me, learning styles, listening, literacy, literacy stations

Math, meaning, mindfulness, mindset, modeling, motivation, multi-grade

Non-fiction, numeracy

Outdoor

Peer collaboration, peer teaching, personalize, phonemic awareness, planning, presentation, pre-writing, Principles of Learning;  
project-based

Quality

Reading, research, resilience, resources, respect, risk-taking, running record

Science, self-assessment, self-regulation, sense of belonging, SIOP, skill, small group, socialization, stamina, student-led, strategies, structure, student questions

Team-teaching, technology, thinking, tools

Understanding, UDL

Visuals, vocabulary

Word work, writing, written output

2016-2017

School Based Inquiries:

2016-2017			
School	PLC Inquiries	Key Words/Tags	Contact Person
Alexis Creek	How does using iPad technology to support students in authoring their own culturally specific stories impact student writing skills and overall writing engagement?	Technology; writing; culture	Shane Slizak (4)
Anahim Lake	TBD (scanning)		Dylan Walsh (3)
Big Lake	<b>Literacy:</b> To what extent will linking reading and writing skills improve student literacy skills in the multi-grade classroom? <b>Numeracy:</b> To what extent will using “I can...” statements and FreshGrade within the framework of Guided Math improve student self-assessment?	Reading; writing; literacy; multi-grade; I can; FreshGrade; Guided Math; self-assessment	Jill Kurki (2)
Cataline	<b>Primary:</b> To what extent will focusing on First People's Principles of Learning improve students' positive awareness of the connectedness of all people's? <b>Intermediate:</b> To what extent does developing a sense of belonging improve students' well-being?	FN; Principles of Learning; culture; sense of belonging	P: Jen Hansen I: Carol Anne Dikur (17)
Chilcotin Road	To what extent can we improve learning by creating personalized and motivating learning environments?	Personalize; motivation	Reanne Sacchetti (9)
Dog Creek	How will focusing daily on teaching, practicing and celebrating writing and writing skills produce an increase in student skill and engagement?	Writing; engagement	Jane Hancock (2)
Forest Grove	How does individual assessment drive students' literacy progress?	Reading; writing; assessment	Mikel Brogan (4)

2016-2017			
School	PLC Inquiries	Key Words/Tags	Contact Person
Horsefly	To what extent will using the outdoors to connect with different learning styles increase student engagement?	Outdoors; learning styles; engagement	Kelly McLennan (4)
Horse Lake	How will our students increase their understanding of local aboriginal culture and our local natural environment through exploration of the seasonal round?	Aboriginal; culture; environmental awareness	Kristi Pecor (10)
Lac La Hache	<b>Literacy:</b> To what extent will using a digital portfolio to showcase, communicate and respond to student work, improve student achievement in literacy? <b>Numeracy:</b> To what extent will Guided Math improve student achievement in Math?	Digital portfolio; literacy; multi-grade; Guided Math	Cindy Neufeld (2)
Lake City Secondary	<b>Inquiry 1:</b> Grant's to come <b>Inquiry 2:</b> By reading and applying the "7 Habits of Highly Effective Teens" can we motivate students to practice and internalize those habits, with the goal of increasing their achievement and sense of belonging to the school? <b>Inquiry 3:</b> To what extent will focused teaching of research techniques in one class spread to use by both staff and students, in other classes?	Aboriginal; Brokenleg; 7 Habits; motivation; achievement; sense of belonging; research	1: Grant Gustafson (10) 2: Craig Munroe (12) 3: LauraLee Dubuc (3)
Likely	<b>Literacy:</b> To what extent will linking reading and writing skills improve student literacy skills in the multi-grade classroom? <b>Numeracy:</b> To what extent will using "I can..." statements and FreshGrade within the framework of Guided Math improve student self-assessment?	Reading; writing; literacy; multi-grade; I can; FreshGrade; Guided Math; self-assessment	Sari Small (2)
Marie Sharpe	How will using explicit instructions based on developing grit, build self-confidence in students so they can learn to complete difficult tasks without feeling frustrated or defeated?	Explicit instruction; grit; confidence	Calvin Dubray (14)
Mile 108	<b>Primary:</b> How will the use of hands-on math activities (games, manipulatives) and classroom structures, such as Guided Math and Daily 3, increase engagement and enjoyment during Math class, and contribute to the development of fundamental mathematical skills? <b>Intermediate:</b> How will involving students in assessment and increasing the amount of personalized descriptive feedback they receive, impact the quality of their writing?	Hands-on; structures; Guided Math; Daily 3; engagement; skill; enjoyment; formative assessment;	Don Kinasewich (11)

2016-2017			
School	PLC Inquiries	Key Words/Tags	Contact Person
		descriptive feedback; writing	
Mountview	To what extent will working with UDL-like structures increase learning for all students (in literacy or numeracy)?	UDL; equity; differentiation	Georgina Riding (10)
Naghtaneqed	What are different hands-on, student-led activities that will increase vocabulary?	Hands-on; student-led; vocabulary	Norma Macdonald (2)
Nesika	<b>Inquiry 1:</b> What will I notice in my Math classroom if I implement the Guided Math Framework? <b>Inquiry 2:</b> What difference does technology make in overall engagement, participation, and understanding? <b>Inquiry 3:</b> How does pre-teaching writing skills or strategies improve students' writing?	Guided Math; technology; engagement; understanding; writing skill; strategies	Allison Bos (10)
150 Mile	Which 'best practices' can I trial to support my struggling learners and which will result in the most noticeable growth?	Best practice; writing	Maria Lepetich (10)
100 Mile	How would using Project Based Learning, in various forms, increase the likelihood of students using critical thinking skills independently?	Project-based; critical thinking; independence	Shawn Nelson (15)
PSO	<b>Inquiry 1:</b> How do we improve reading comprehension in our Learning Strategies students? <b>Inquiry 2:</b> Can we increase student engagement and learning/success in Biology 12 by adjusting our teaching strategies and incorporating technology in the classroom?	Reading; engagement; technology	1: Jessie Sviatko (7) 2: Mark Doolan & Lori Meville (3)
Tatla Lake	TBD (scanning)		Clare Gordon (2)

#### Other District Projects:

2016-2017			
Project	Inquiry Question	Key Words/Tags	Contact Person
Learning in Nature	<b>Inquiry 1:</b> How can outdoor education positively affect independent learning? <b>Inquiry 2:</b> How can I foster respect and self-regulation by taking learning outdoors? <b>Inquiry 3:</b> How will spending purposeful time outside affect students' mindsets?	Outdoor; independence; self-regulation; mindset;	Frances McCoubrey (16 participants)

2016-2017			
Project	Inquiry Question	Key Words/Tags	Contact Person
	<p><b>Inquiry 4:</b> To what extent will using the outdoors to teach self-regulation and mindfulness reduce disruptive playground behaviours and office referrals?</p> <p><b>Inquiry 5:</b> How will meaningful and purposeful outdoor activities extend students' abilities to self-regulate?</p> <p><b>Inquiry 6:</b> How will using an outdoor, classroom, with structured, purposeful activities, promote a more successful student who is engaged, focused and comfortable in different environments?</p> <p><b>Inquiry 7:</b> How can I foster self-regulation in my students by learning outdoors?</p> <p><b>Inquiry 8:</b> To what extent will regular participation in learning outside of the classroom improve students' conscious level of respect?</p> <p><b>Inquiry 9:</b> To what extent will taking lessons and activities outside affect self-regulation?</p>	<p>mindfulness; engagement; respect</p>	
<b>Technology Integration</b>	<p><b>Inquiry 1:</b> How will using an iPad for Project-based learning increase students' 21<sup>st</sup> Century skills to produce quality projects?</p> <p><b>Inquiry 2:</b> To what extent will students be able to increase engagement in their own formative and summative assessments? How will iPads help to increase inclusion and engagement in the music classroom?</p> <p><b>Inquiry 3:</b> How will specific iPad apps affect the depth of understanding, the sharing of that understanding and the independent presentation of understanding?</p> <p><b>Inquiry 4:</b> How will using iPads in the classroom increase both student engagement and written output?</p> <p><b>Inquiry 5:</b> How can iPad use engage and promote independence in a small group setting?</p>	<p>Technology; iPad; 21<sup>st</sup> Century; quality; engagement; formative assessment; inclusion; depth of understanding; presentation; written output</p>	<p>Isabella MacQuarrie (6 participants)</p>
<b>Inclusion</b>	<p>How will using Jennifer Katz's and Shelley Moore's inclusion models increase the amount of time a case study student in purposefully included in a specific context?</p>	<p>inclusion</p>	<p>Erin Pedersen (17 participants)</p>
<b>Teacher-Librarians</b>	<p>To what extent will working collaboratively with teachers and First Nations Support Workers at each of our schools, focusing on FN Principles of Learning lessons, result in more experiences and understandings for our students.</p>	<p>First Peoples Principles of Learning; Aboriginal</p>	<p>Maria Lepetich</p>

2016-2017			
Project	Inquiry Question	Key Words/Tags	Contact Person
CR4LL Year 1 Elementary	<p><b>Nesika:</b> How does the acquisition of students' oral language support their confidence, engagement and development in reading and writing?</p> <p><b>Lac La Hache:</b> What effects will one on one conferencing and using a reading recovery model have on reading achievement?</p> <p><b>Mountview:</b> How will implementing various structures provide time and space for small group or individual work for diverse students?</p>	Oral language; engagement; reading; writing; conferring; structures; diversity	Tanis Stewart; Brian Davidson (12 participants)
CR4LL Years 2+ Elementary	<p><b>Cataline/Nesika:</b> What are the appropriate resources/tools to engage each individual student to help them create juicy, meaningful writing?</p> <p><b>Marie Sharpe:</b> To what extent will teaching instructional word work foster independence and risk-taking in reading and writing?</p> <p><b>150 Mile:</b> What framework will best allow for accelerated growth of my struggling readers?</p>	Resources; tools; writing; word work; independence; risk-taking; framework	Tanis Stewart; Brian Davidson (5 participants)
CR4LL Years 2+ Late Literacy	<p><b>Lake City Secondary-Columnnetza:</b> What conferring tools and structures make conferring more meaningful for students and teachers?</p>	Tools; structures; conferring	Tanis Stewart; Brian Davidson (2 participants)

## 2015-2016

### School Based Inquiries:

2015-2016			
School	PLC Inquiries	Key Words/Tags	Contact Person
Alexis Creek	<p><b>Inquiry:</b> How does using iPad technology to support students in authoring their own culturally specific stories impact student writing skills and overall writing engagement?</p>	Technology; culture; First Nations; writing; engagement	Caitlin Curry (4)
Anahim Lake	<p><b>SSPLC: Inquiry:</b> How will using specific structures increase student independence in writing?</p>	Independence; writing	Dylan Walsh (3)
Big Lake	<p><b>SSPLC:</b> To what extent will combining and making connections between Adrienne Gear's <i>Reading and Writing Power</i> improve student engagement and motivation in writing?</p>	Adrienne Gear; engagement; motivation	Jill Kurki (2)

2015-2016			
School	PLC Inquiries	Key Words/Tags	Contact Person
Bridge Lake	<b>SSPLC:</b> How will implementing a focused writing structure help students' writing improve?	Writing	Eric Storteboom (2)
Cataline	<b>Inquiry: Primary:</b> How will intentionally teaching, using anchor charts and visuals, and giving students opportunities to practice positive behaviours change student behaviour? <b>Intermediate:</b> What differences will we notice in classroom practices and in students' reading when we confer daily with them in purposeful, authentic, and relevant conversations?	Anchor chart; visuals; behaviour; reading; conferring	P: Jen Hansen (10) I: Carol Anne Dikur (9)
Chilcotin Road	<b>Inquiry:</b> To what extent will working with children in small groups, and using Guided Math stations improve student achievement?	Guided math; small group	Reanne Sacchetti (10)
Dog Creek	<b>Inquiry:</b> How will focusing daily on teaching, practicing and celebrating writing and writing skills produce an increase in student skill and engagement?	Daily writing; writing skill; engagement	Jane Hancock (2)
Forest Grove	<b>SSPLC:</b> How will implementing a focused writing structure help students' writing improve?	Formative assessment; writing	Shawn Nelson (3)
Horsefly	<b>Inquiry: Primary:</b> How will teaching pre-literacy skills, including phonemic awareness improve overall literacy skills so students become grade level readers? <b>Intermediate:</b> How will the use of Daily 5 structure and/or conferring improve students' powerful and expressive language in all subject areas?	Phonemic awareness; reading; Daily 5; conferring; expressive language	Holly Zurak (4)
Horse Lake	<b>Inquiry:</b> To what extent will bringing classes outside for lessons a minimum of once per week enrich/improve the students' descriptive writing?	Outdoor; descriptive writing	Kyra Hopson (8)
Lac La Hache	<b>SSPLC:</b> How will implementing a focused writing structure help students' writing improve?	Writing	Cindy Neufeld (2)
Lake City Secondary	<b>Inquiry 1:</b> How can we collaborate as a department to determine what the core requirements are needed throughout the grades for our students to focus on and have success? How can we identify causal factors in high failure rates, collaborate on corrective strategies, and implement a plan that improves student results?	Collaboration; assessment; planning; attendance; "Leader in Me"; achievement; sense of belonging; inclusion; peer teaching; enjoyment	1: Grant Gustafson (6) 2: Ken Lucks (27) 3: Craig Munroe (4)

2015-2016

School	PLC Inquiries	Key Words/Tags	Contact Person
	<p><b>Inquiry 2:</b> How will a more structured school attendance policy increase student course success in grade 10?</p> <p><b>Inquiry 3:</b> How will reading and applying “The Leader in Me” ideas improve students’ attendance, achievement and sense of belonging?</p> <p><b>Inquiry 4:</b> How will peer teaching improve sense of belonging and inclusion? How will peer teaching improve enjoyment and achievement in Math?</p>		4: Curt Levens (3)
Likely	<p><b>SSPLC:</b> To what extent will combining and making connections between Adrienne Gear’s <i>Reading and Writing Power</i> improve student engagement and motivation in writing?</p>	Adrienne Gear; engagement; motivation	Sari Small (2)
Marie Sharpe	<p><b>Inquiry:</b> To what extent will using explicit instructions and frameworks improve the students’ ability to increase their stamina and become better independent risk-takers?</p>	Explicit instruction; framework; stamina; independence; risk-taking	Calvin Dubray (12)
Mile 108	<p><b>Inquiry:</b> To what extent will the implementation of strategies and structures such as those outlined in the Daily 5 and CAFÉ Menu help teachers address the wide range of literacy abilities of students in their classrooms, and help students become more independent readers and writers?</p>	Daily 5; CAFÉ; diversity; independence	Don Kinasewich (17)
Mountview	<p><b>Inquiry: Primary:</b> To what extent will using the same recording procedures (Benchmarks) improve assessment consistency among teachers and therefore provide more effective instructions between grade levels?</p> <p><b>Intermediate:</b> To what extent will following the SIOP model improve students' curricular vocabulary (with an emphasis on math)?</p>	Assessment; running record; SIOP; vocabulary	Georgina Riding (11)
Naghtaneqed	<p><b>Inquiry:</b> To what extent will our students’ writing skills improve if we (teachers) demonstrate an explicit focus on current writing instruction practices as outlined in the book, <i>Writing Power</i> by Adrienne Gear?</p>	Writing; Adrienne Gear	Joan Simmons (2)
Nesika	<p><b>Inquiry: Literacy:</b> How can we incorporate writing conferencing, assessing and student goal setting in to the framework of the Daily 5?</p> <p><b>Project-based Learning:</b> How will the used of student questions to guide explorations lead to deeper engagement and learning?</p>	Conferring; assessment; goal setting; Daily 5; student questions; engagement; vocabulary; modelling; writing	Sylvia Swift (22)

2015-2016			
School	PLC Inquiries	Key Words/Tags	Contact Person
	<b>French Immersion:</b> How will a focus on French vocabulary and modelling the use of style and form improve student writing?		
150 Mile	<b>Inquiry:</b> To what extent does peer collaboration after reading improve comprehension and engagement?	Peer collaboration; comprehension; engagement; reading	Natalie Ohlhauser (6)
100 Mile	<b>Inquiries:</b> Guided Math, Literacy Stations, Outdoor Education, Reading Strategies, Reading Assessment, Technology Integration	Guided math; Literacy Stations; Outdoor; reading; strategies; assessment; technology	Donna Rodger (12?)
PSO	<b>Humanities Inquiry:</b> How can we help students improve how they are learning and communicate that learning? <b>Math Dept Inquiry:</b> How will team-teaching/co-planning support the diverse needs of Math 9 students?	Communicate learning; team-teaching; co-planning; diversity; Math	H: Jessie Sviatko (7) M: Mark Doolan & Ray Kline (2)
Tatla Lake	<b>Inquiry:</b> How will writing a book (Hoofprints in History) at the secondary level, keeping a scrapbook at the grades 5-7 level, and having writing anthologies displayed at the K-3 level, increase student writing output?	Authoring; written output	Clare Gordon (2)

Other District Projects:

2015-2016			
Project	Inquiry Question	Key Words/Tags	Contact Person
Learning in Nature (Fall)	<b>Inquiry 1:</b> How does going outside daily help students to feel more comfortable, engaged, observant, confident, happy, and connected to the natural world? <b>Inquiry 2:</b> How will using student questions and ideas to guide explorations lead to deeper engagement and learning?	Outdoor; engagement; enjoyment; student questions	Frances McCoubrey 1: Kirsten Hamm 2: Leah Moe, Shelley Barber
Learning in Nature (Winter)	<b>Inquiry 1:</b> To what extent will taking students outside increase engagement in science (nature observations) using the 5 senses? <b>Inquiry 2:</b> To what extent will doing a weekly outdoor activity develop a greater environment awareness in our students? <b>Inquiry 3:</b> How do our outdoor teaching structures and routines promote detailed, descriptive writing?	Outdoor; engagement; science; environmental awareness; descriptive writing	Frances McCoubrey 1: Theresa Herrling 2: Jill Kurki, Rob Kowalski, Connie-Lynn Redl 3: Jen Hansen, Peta-Sue Silver, Tanis Stewart

2015-2016			
Project	Inquiry Question	Key Words/Tags	Contact Person
<b>Learning in Nature (Spring)</b>	<p><b>Inquiry 1:</b> To what extent will using technology outside to ‘create’ develop better listening skills and more independence in students?</p> <p><b>Inquiry 2:</b> To what extent will taking the students outside to garden and explore nature affect their ability to take risks, work independently, and use descriptive vocabulary in their writing?</p> <p><b>Inquiry 3:</b> How will going outside on a weekly basis increase students’ ability to write more descriptively?</p> <p><b>Inquiry 4:</b> To what extent will regular place-based learning help develop stronger interpersonal skills?</p>	<p>Outdoor; technology; listening skill; independence; risk-taking; descriptive writing; interpersonal skill</p>	<p>Frances McCoubrey 1: Meagan Vandekerokhove 2: Jennifer Reedman, Marianne Okrainetz 3: Marissa Ball 4: Tammi Varney, Jean Swann, Marnie Tarves, Lacey Venner, Cassie Campbell</p>
<b>Outdoor Education</b>	To what extent will utilizing natural spaces to pursue socialization activities increase the students’ resilience and ability to self-regulate?	<p>Outdoor; socialization; resilience; self-regulation</p>	Frances McCoubrey
<b>CR4YR Year 1</b>	<p><b>Inquiry 1:</b> How will conferring lead to more student engagement and reflective responses (descriptive language and the inclusion of personally-relevant information) in Literacy activities?</p> <p><b>Inquiry 2:</b> To what extent would implementing a 30 minute daily “silent writing/journal writing” time improve student writing fluency and skills?</p> <p><b>Inquiry 3:</b> To what extent will using explicit instruction and frameworks improve the students’ ability to become better independent risk takers in literacy?</p> <p><b>Inquiry 4:</b> To what extent will providing structured A/B partner work opportunities improve students' reading engagement?</p> <p><b>Inquiry 5:</b> To what extent does using peer collaboration strategies, after reading, improve comprehension and engagement?</p>	<p>Conferring; engagement; writing fluency; skill; daily writing; Explicit instruction; framework; stamina; independence; risk-taking; A/B partner; peer collaboration; comprehension</p>	<p>1: Janet Sandberg, Nicole Ulrich 2: Tanner Gainer, Trish Maas, Veronica Zwiers, Marnie Grant, Brandy Vath 3: Tracy Walton, Marianne Okrainetz, Kevin Kurkeniemi, Kelsey Callander, Jenn Reedman 4: Melissa Therrien, Connie Burns 5: Sandra Campbell, Kristy Davis</p>
<b>CR4YR Year 2-3 (Primary)</b>	<p><b>Inquiry 1:</b> How does providing more organized and structured writing opportunities in our classroom create independent writers who write with more meaning and detail?</p> <p><b>Inquiry 2:</b> How do we best use our human resources/structures to meet the needs of our diverse learners?</p>	<p>Independence; structure; meaning; detail; diversity</p>	<p>1: Jen Hansen, Peta-Sue Silver 2: Linda Jantz, Frances Bisaro, Carissa Kohut</p>

2015-2016			
Project	Inquiry Question	Key Words/Tags	Contact Person
<b>CR4YR Year 2-3 (Intermediate)</b>	<p><b>Inquiry 1:</b> Does teaching student writing through daily conferencing access students' thinking skills, and therefore improve adolescences' reading skills?</p> <p><b>Inquiry 2:</b> How does conferring with students about their reading improve engagement, stamina and individual students' skills?</p>	<p>Conferring; thinking; skill; reading; engagement; stamina</p>	<p>1: Jacqui Ferguson, Erin Pedersen 2: Allison Bos, Gloria Kaufman, Lacey Nasuszny</p>

## 2014-2015

### School Based Inquiries:

2014-2015			
School	PLC Inquiries	Key Words/Tags	Contact Person
<b>Alexis Creek</b>	<b>SSPLC: Inquiry:</b> What is the effect of filling our classroom libraries with First Nations content and authors on literacy engagement?	culture; First Nations; engagement	Shane Sliziak
<b>Anahim Lake</b>	<b>SSPLC: Inquiry:</b> How will a focus on developing student background knowledge/vocabulary help improve student comprehension?	Background knowledge; vocabulary; comprehension	Mikel Brogan
<b>Big Lake</b>	<b>SSPLC:</b> To what extent will individualizing instruction improve reading skills?	Individualizing instruction; reading; skill	Jill Kurki
<b>Bridge Lake</b>	<b>SSPLC:</b> How will an explicit focus on writing lessons for pre-writing activities and using descriptive language improve students' abilities to write effectively (volume and detail)?	Pre-writing; descriptive writing; skill	Eric Storteboom
<b>Cataline</b>	<p><b>Inquiry: Primary:</b> How will teaching self-regulation strategies to students help develop their stamina for literacy and/or numeracy activities?</p> <p><b>Intermediate:</b> What differences will I notice in my classroom practices and in my students' reading when I confer daily with them in purposeful, authentic, and relevant conversations? What differences will the students and I notice in their abilities to respond to what they have read?</p>	Self-regulation; strategies; stamina; literacy; numeracy	P: Jen Hansen I: Carol Anne Dikur
<b>Chilcotin Road</b>	<b>Inquiry:</b> To what extent will the explicit teaching of writing techniques enhance the quality of writing for students at Chilcotin Road Elementary?	Explicit instruction; writing	Reanne Sacchetti

**2014-2015**

School	PLC Inquiries	Key Words/Tags	Contact Person
Dog Creek	<b>Inquiry:</b> To what extent will individualizing instruction improve reading skills?	Individualizing instruction; reading; skill	Jane Hancock
Forest Grove	<b>SSPLC:</b> How will an explicit focus on writing lessons for pre-writing activities and using descriptive language improve students' abilities to write effectively (volume and detail)?	Pre-writing; descriptive writing; skill	Shawn Nelson
Horsefly	<b>Inquiry:</b> How will students' reading comprehension and reading engagement improve if staff demonstrate, model and coach explicit "Reading Power" strategies?	Reading; comprehension; engagement; explicit instruction	Holly Zurak
Horse Lake	<b>Inquiry:</b> To what extent will our students' nonfiction reading and writing skills improve if we demonstrate an explicit focus on current reading and writing instruction practices utilizing 'Nonfiction Reading Power' and 'Nonfiction Writing Power' by A. Gear.	Non-fiction; reading; writing; skill; explicit instruction; Adrienne Gear	Kyra Hopson
Lac La Hache	<b>SSPLC:</b> How will an explicit focus on writing lessons for pre-writing activities and using descriptive language improve students' abilities to write effectively (volume and detail)?	Pre-writing; descriptive writing; skill	Cindy Neufeld
Lake City Secondary	<p><b>Inquiry 1:</b> Could clarifying the portfolio for students and parents improve the graduation portfolio completion rates and will the clarity increase the quality of the majority of the portfolios to a level three? Will a clearly understood portfolio reduce teacher time spent following up incomplete or late student portfolio work?</p> <p><b>Inquiry 2:</b> Will students in the Alternate Program complete more courses in the 2014-2015 school year compared to student course completion accomplished in 2013-2014?</p> <p><b>Inquiry 3:</b> What adaptations or accommodations can be made so that the learning needs of all students are met?</p>	Grad portfolio; clarity; quality; independence; course completion; adaptations; diversity	Erin Pedersen
Likely	<b>SSPLC:</b> To what extent will individualizing instruction improve reading skills?	Individualizing instruction; reading; skill	Sari Small
Marie Sharpe	<b>Inquiry:</b> Will implementing clear learning intentions and using explicit instruction within an instructional framework improve independence in students?	Explicit instruction; framework; independence	Calvin Dubray

**2014-2015**

School	PLC Inquiries	Key Words/Tags	Contact Person
<b>Mile 108</b>	<p><b>Inquiry: Primary:</b> How will using the instructional frameworks from <u>No More Independent Reading Without Support</u> in the classroom contribute to students' reading stamina and independence?</p> <p><b>Intermediate:</b> To what extent will providing students a variety of ways to publish and present their written work help them see themselves as writers and enjoy the writing process?</p> <p><b>Whole School:</b> What impact will directly teaching buddy reading skills to older buddies have on the amount of time students are able to spend engaged in buddy reading?</p>	<p>Framework; stamina; independence; choice; enjoyment; skill; direct instruction; engagement</p>	<p align="center">Don Kinasewich</p>
<b>Naghtaneqed</b>	<p><b>Inquiry:</b> How will a focus on developing student background knowledge/vocabulary help improve student comprehension?</p>	<p>Background knowledge; vocabulary; comprehension</p>	<p>Joan Simmons</p>
<b>Nesika</b>	<p><b>Inquiry:</b> How does creating a variety of goal oriented activities work to improve engagement and stamina in students?</p>	<p>Goal setting; engagement; stamina</p>	<p>Steve Carpenter- Yvonne Davis</p>
<b>150 Mile</b>	<p><b>Inquiry:</b> In what ways will implementing various components of a balanced literacy program in our school improve the literacy skills of our students?</p>	<p>Balanced literacy; skill</p>	<p>Natalie Ohlhauser</p>
<b>100 Mile</b>	<p><b>Inquiry:</b> How will a focus on the instruction of independent reading strategies and conferring with students affect overall understanding and engagement in reading?</p>	<p>Independence; strategies; reading; conferring; comprehension; engagement</p>	<p>Lisa Lizzi- Davidson</p>
<b>PSO</b>	<p><b>Humanities Inquiry:</b> How can we improve our use of effective strategies to help our students understand and communicate their learning?</p> <p><b>Math Dept Inquiry:</b> How will using alternate instructional methods improve student success and improve attitudes towards math?</p>	<p>Strategies; comprehension; communicate learning; team-teaching; skill; attitude; math</p>	<p>H: Jessie Sviatko M: Mark Doolan Ray Kline</p>
<b>Tatla Lake</b>	<p><b>Inquiry:</b> How will activating discussions on reading/writing tasks improve student comprehension?</p>	<p>Discussion; comprehension</p>	<p>Clare Gordon</p>