



School District No. 51 (Boundary)

Box 640, 1021 Central Avenue

Grand Forks, BC V0H 1H0

PHONE: 250-442-8258 FAX: 250-442-8800

Website: www.sd51.bc.ca

2023-24 School Growth Plan

School: WBES & BES

Principal: Nick Bond

A. Goal (One goal per page) (Please insert/attach links to any external documents)

How can we continue to enhance our already successful literacy intervention program for all students, ensuring it remains evidence-based and accessible to all teachers?

B. Rationale

Building upon a year of significant achievements and with a commitment to further improvement, our rationale aligns with the current body of research on the science of reading. We will continue to prioritize explicit and direct phonics instruction, while also enhancing fluency, comprehension, and writing skills. It is important to acknowledge that challenges in reading proficiency have far-reaching effects on other academic areas such as mathematics, science, and social studies.

Our experience has shown that as students' reading abilities and confidence flourish, so does their eagerness to tackle new tasks and confront challenges. The mastery of this fundamental skill not only influences academic outcomes but also plays a crucial role in student well-being and resilience. Strengthening their reading skills instills a sense of pride and confidence in their own capabilities.

We are continuously guided by several key insights from current reading research:

1. Reading is not an innate ability but a skill that must be actively taught.
2. The process of decoding, or extracting meaning from text, follows a consistent pattern for all learners.
3. Reading difficulties can affect any student, not solely those with learning disabilities.
4. The journey of learning to read commences long before Grade 1 and continues well beyond Grade 3.

With these valuable insights and a year of successful progress behind us, we remain dedicated to furthering our literacy intervention program's effectiveness and accessibility for all teachers and students.

C. Action Plan (List Specific actions, school level and district level resources or structures used)

1. **Continued School-wide Implementation of the Heggerty Phonological and Phonemic Awareness Program:** We will persist in delivering direct and explicit instruction to all students across grades K-7. Our aim is to ensure that every student gains access to the comprehensive scope and sequence of phonological and phonemic awareness, as well as orthographic mapping.
2. **Enhanced Focus on Fluency and Comprehension:** Building upon our successes, we will further strengthen students' fluency and comprehension skills. This will be accomplished by deepening their background knowledge through daily decodable reading passages sourced from K5 Learning Readers.
3. **Beginning Implementation of 'The Writing Revolution' Strategies:** Our commitment to improvement extends to the explicit teaching of writing skills across all grade levels. We will continue to implement the proven strategies from 'The Writing Revolution' to equip students with a solid foundation in the essential steps of the writing process.

D. Evidence/Data (How will you measure success?)

1. **Regular DRA and PAST Assessments:** To further monitor student progress and continuously refine our teaching methods, we will administer DRA assessments and PAST assessments (Phonological Awareness Screening Test) multiple times throughout the year. These assessments will be conducted in the Fall, Winter, and Spring for all grade levels.
2. **Student Attitude Surveys on Reading:** In light of our students' increasing confidence and success in reading, we anticipate a greater inclination towards "reading for fun" after school hours. To gauge this shift, we will conduct surveys at the beginning and end of the year to assess any changes in students' attitudes towards reading.
3. **FSA Score Tracking:** Building on our achievements, we will continue to closely monitor Foundation Skills Assessment (FSA) scores as a key indicator of student progress and educational effectiveness.



School District No. 51 (Boundary)

Box 640, 1021 Central Avenue

Grand Forks, BC V0H 1H0

PHONE: 250-442-8258 FAX: 250-442-8800

Website: www.sd51.bc.ca

2023-24 School Growth Plan

School: WBES

Principal: Nick Bond

A. Goal (One goal per page) (Please insert/attach links to any external documents)

How can we empower students to cultivate and showcase their core competencies, aligning with the BC curriculum, to prepare them for future career success and personal growth?

B. Rationale

Recognizing and enhancing core competencies in alignment with the BC curriculum is vital for students' career development and personal growth. By celebrating exceptional core competency achievements through our "TRACKS" awards during Monday morning school-wide assemblies, we can inspire students to develop essential skills like critical thinking, self-responsibility, analytical and critical thinking, effective communication, self-awareness, and social responsibility. This comprehensive approach not only fosters career readiness but also nurtures a positive school culture that values skill development and career preparation.

C. Action Plan (List Specific actions, school level and district level resources or structures used)

1. Strengthening Core Competencies for Career Success:

- Incorporate core competency development into classroom activities and assignments, emphasizing their relevance to future careers.
- Encourage teachers to integrate curricular competency (and thus core competency) assessments into their teaching methods, connecting them to real-world career applications.
- Provide educators with resources and professional development opportunities to enhance their instruction of core competencies with a career focus.

2. "TRACKS" Recognition Program for Career Excellence:

- Sustain and promote the "TRACKS" awards recognition program during Monday morning assemblies.
- Publicize the accomplishments of award recipients, showcasing their demonstrated core competencies in the context of career readiness.
- Invite career professionals or industry experts to share their experiences related to core competencies and successful career paths during assemblies.

3. Student Engagement and Participation in Career-Related Activities:

- Motivate students to actively engage in activities that develop and apply core competencies crucial for their future careers.

- Foster a supportive environment that encourages students to openly discuss and reflect upon their core competency development by way of setting goals in collaboration with their teachers.

D. Evidence/Data (How will you measure success?)

- Administer surveys to gauge students' self-assessment of their core competency growth and to set personal goals towards personal improvement
- Observe the impact of core competency-focused classroom activities and career-oriented clubs on student engagement and participation.
- Gather feedback from students, teachers, and guest speakers on the influence of career professionals' insights related to core competencies and career success.

By implementing this comprehensive approach to career development through core competency recognition and enhancement, our goal is to foster a school culture that not only promotes academic excellence but also equips students with the critical skills and attributes necessary for successful careers and personal growth. The "TRACKS" awards program serves as a valuable tool for acknowledging and celebrating exceptional achievements in these crucial areas, with a clear focus on career readiness.