



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: Big White Community School

Principal: S. Stewart

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

Our school goal related to Career Readiness is connected to using core competencies around communication and collaboration in relation to the work our students do in preparing for the Young Entrepreneurs Program and Odyssey Days.

B. Rationale

Our students have been participating in the Young Entrepreneurs Program for several years. This past year we returned to hosting the day at the Main Valley Lodge where students were able to showcase their projects. As part of the learning connection, students used the core competencies to self-assess and help them gain some understanding of where they are, and where they need to go as they grow and mature. Additionally, we began our Odyssey Day initiative in March, where we also had students self-reflect on two specific core competencies. The goal for 2023/24 will be to connect this to future goal setting and beginning to connect to career readiness.

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

Monthly Odyssey Days will help students develop a better sense of self-assessment in relation to the core competencies. With the additional step of goal setting, and communication with parents, it is our hope that students will gain a better understanding of the connection between the two.

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

- Student feedback connected to a spring survey on self-assessing
- Parent feedback



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

To improve writing skills of our students

B. Rationale

For the past two years, as a school, we have structured a literacy block into our daily schedule emphasizing basic reading and writing skills. This literacy block involved the breaking of students into three smaller grade groups. Throughout the year, teachers took a centers approach working on a variety of reading/writing strategies. Towards the end of the year, we gathered writing samples and anchor marked as a team using the performance standards to gather some baseline data for where our students are. From this data, we noticed an area in need of further growth. This served as a starting point for our inquiry into improving writing and continues into the second year of this focus with some further added strategies related to having students showcase in front of an audience.

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

This year, in addition to maintaining our daily literacy block, we are building in a fall and spring Young Writers Cafe event to encourage students to share their writing with a wider audience. The focus for students will be on poetry, short stories or oral stories connecting with the First Peoples Principles of Learning. Students will be given a number of opportunities to create writing samples to share with classmates, and then select certain samples to showcase at the Young Writers Cafe event. This event will proceed parent conferences so will hopefully be a great showcase for student work.

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

- Writing assessments
- Parent feedback



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

Our school goal is to help our students develop the skills needed to self-regulate and to be able to use a variety of strategies to help calm themselves when frustrated

B. Rationale

Our staff started collecting data two years ago regarding ongoing student incidents, staff follow ups, parent contact, etc. This information demonstrated the need for some further work in the area of self-regulation. In many cases, our students lacked the ability to regulate their emotions when conflict arose with classmates, particularly during unstructured time outside. Intervention by staff became frequent and demonstrated the need to help students get better at using strategies to avoid escalation. In addition, during the current school year, it became evident that students needed more direct instruction regarding the skills of respectfully listening to others.

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

Starting in the fall, we are going to implement a daily walking loop outside in the morning, followed by sharing and listening time in each classroom (process of sitting and listening will help support/train student's abilities to regulate). This intentional teaching of listening skills and developing empathy for others, should support our overall goal of self-regulation.

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

- Students/staff feedback
- Student behaviour data (3rd year of tracking)